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AUTHOR	Aaron, Shirley; Bullock, Georgie; Doctrie, Gladys; Lewis, Mindy; Mickish, Valerie L.; Mills, Patrice; Scamihorn, Deborah; Smith, Cassandra; Young, David
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ABSTRACT

Students should realize that writing is a process of discovery which transcends the English classroom. Writing only about literature limits their experiences. The types of writing assessed on the Georgia Middle Grades Writing Assessment (MGWA) are: Narrative Writing, Persuasive Writing, and Report Writing (Expository). This MGWA guide is divided into the following parts: (1) The Georgia Middle Grades Writing Assessment at a Glance (How to Use the Assessment and Instructional Guide for MGWA; Types of Writing Assessed; Establishing an Effective Writing Program; Prompt Specifications; Sample Prompts; Scoring System; What Teachers Need to Know; What Students Need to Know); (2) Foundations (Overview of Writing Assessment in Georgia; History of MGWA; Philosophy; QCC Coverage in Middle Grades Writing Assessment); (3) Writing Instruction (Structure of Middle Grades Writing Assessment; What Do 6th and 7th Grade Teachers Need to Know?; Vertical Teaming Suggestions; Steps of the Writing Process; Illustrating Steps of the Writing Process); (4) MGWA Scoring Rubrics; and (5) Student Papers, Annotations, and Teaching Tips. Contains additional resources and blackline masters. (NKA)

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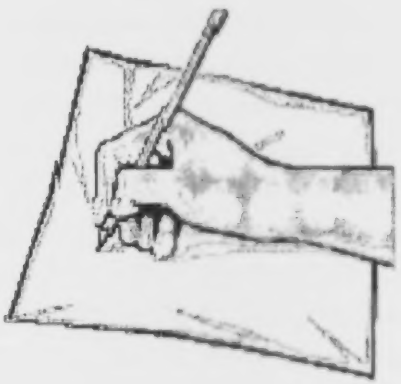

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for the Georgia Middle Grades Writing Assessment

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The Middle Grades Assessment and Instructional Guide is compiled and produced by Test Scoring and Reporting Services for the Georgia Department of Education. Teachers are encouraged to use this Guide as an integral part of writing instruction. Teachers may photocopy information and sheets included in this document for instructional use only.

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Preface

The *Assessment and Instructional Guide for the Middle Grades Writing Assessment* was developed by a group of educators to be used by middle school teachers. Linda Calhoun and Gerald Boyd of the Georgia Department of Education and Belita Gordon, Candace Langford, and Jeremy Granade of Test Scoring and Reporting Services of the University of Georgia assisted the authors listed below in preparing the 2002 guide.

Shirley Aaron	Madison County Middle School Language Arts Teacher
Georgie Bullock	Madison County Middle School Language Arts Teacher
Gladys Doctrie	America's Choice/Rothschild Middle School Muscogee County Schools Instructional Support Specialist for Literacy
Mindy Lewis	Madison County Middle School Language Arts Teacher
Valerie L. Mickish	Creekland Middle School Gwinnett County Schools Eighth Grade Language Arts Teacher
Patrice Mills	East Columbus Magnet Academy Muscogee County Schools Language Arts/Reading Teacher Coastal Georgia Writing Project Fellow
Deborah Scamihorn	Griffin Middle School Cobb County Schools Literacy Specialist Kennesaw Mountain Writing Project Fellow
Cassandra Smith	Double Churches Middle School Muscogee County Eighth Grade Language Arts Teacher
David Young	Eddy Middle School Muscogee County Language Arts Teacher

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Part One: The Georgia Middle Grades Writing Assessment (MGWA) At a Glance

How 6th, 7th, and 8th Grade Teachers can use the Assessment and Instructional Guide for the MGWA

We encourage teachers to make transparencies and handouts of the information in this guide in order to make the information accessible to students. Teachers should use the scoring rubrics and model papers to teach students to recognize both strong and weak areas in their own writing. As they become familiar with the domains of effective writing and the characteristics of essays that receive high scores, students will inevitably feel more prepared to succeed both on the state assessment and in the classroom.

Using the rubrics and sample papers in this guide, a teacher can create numerous instructional opportunities to introduce and practice self or peer evaluation. After students are introduced to the scoring rubrics, the teacher can look at each domain of effective writing with students, facilitating their understanding through the use of the sample papers. Students should be allowed to score papers, working in small groups to discuss the strengths and weaknesses of each paper. The sample papers have been annotated to include teaching tips and instructional activities that, if implemented, would result in improved writing—and higher test scores.

Students should realize that writing is a process of discovery which transcends the English classroom. In order for students to learn to write coherently and persuasively, an **interdisciplinary approach should be developed**. Writing only about literature limits their experiences. Writing in the English classroom should reflect learning that is occurring throughout the middle school curriculum. Content area writing will strengthen students' abilities to synthesize content. Interdisciplinary experience need not be limited to writing activities. Students should also be encouraged to read across the disciplines because a wide range of reading provides them with topics and issues for writing, a sense of the nature of written language, and perspectives of the wider world which they need to become better writers.

The icon indicates that related information is provided in the sections and pages specified.

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Types of Writing Assessed

The types of writing covered on the MGWA are defined below. All four types are included in the Georgia Quality Core Curriculum for grades six, seven, and eight. No single type of writing (narrative, persuasive, or report) is better than another. Student writers decide the type of writing that best suits their knowledge of and interest in the prompt. Many different types of topic development, support, and organizational strategies are acceptable. The type of writing chosen by the student determines what tone is appropriate for the paper. Sample student papers for each type of writing are included in Part Five.

NARRATIVE WRITING

In narration, the writer tells a story or gives an account of something that has happened.

- The purpose is to recount a story grounded in a personal experience (reality-based) or to create a story that lives in the writer's imagination (imagination-based).
- A narrative contains a plot, a setting, characters, circumstances or events, and a sense of resolution. Description of these elements is a key factor.
- The story line should be clear and easy to paraphrase.
- Either first or third person may be used.

PERSUASIVE WRITING

In persuasion, the writer uses language to influence the reader(s).

- The purpose is to share and support a writer's opinion on a subject.
- Through the evidence provided, the writer often attempts to convince the reader to adopt the writer's point of view.
- The writer may support the position with logical appeals, emotional appeals, facts (which may or may not be accurate), personal experiences, or extended narratives.
- Either first or third person may be used.

REPORT WRITING (EXPOSITORY)

In exposition, the writer uses language to enhance the reader's understanding of the topic.

- The purpose is to inform, explain, instruct, clarify, or examine a subject or concept.
- The purpose may be achieved through a variety of means, which may include examples, comparison, contrast, analysis, evaluation, definition, and anecdote.
- Either first or third person may be used.

Note: In expository essays produced in an on-demand testing environment, writers do not have access to reference materials. The writer's facts are accepted as presented, even if they are inaccurate. In evaluating the quality of the text, the reader asks, "Does this information make sense in terms of supporting the writer's point?" In the class setting, the teacher would evaluate both this aspect of writing ability and the accuracy of the subject matter.

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Establishing an Effective Middle School Writing Program

1. First and foremost, expect, teach, and celebrate a wide range of student writing as an integral part of your curriculum and daily instruction in all subject areas and all grades..

2. Be sure students see a range of student writing (in a variety of genres and modes of discourse, on a variety of topics, for a range of audiences) on a regular basis. Provide students with many opportunities to write for a variety of audiences and purposes as required by the QCC Content Standards.

See page 23.

3. Guide students in assessing their own writing and writing processes. After students have written, ask them to generate a list of criteria for what makes a good piece of writing. Compare their list to the MGWA scoring rubrics and use this insight to help them discover the universal qualities of good writing in any subject area.

4. Invite students to read widely in all content areas. Reading provides both content knowledge and a sense of written language. Work with content area teachers to use writing as a tool to help students think, reason, solve problems, monitor their own learning, and reflect on their work.

5. Teach students to use a variety of writing techniques such as personal experience, anecdote, humor, fiction, fantasy, definition, satire, and hypothetical or actual scenario. These techniques can be used in all types of writing.

6. Encourage students to observe and write about the world around them and their own thoughts.

7. Familiarize yourself with current information by reading current professional journals and publications, such as those listed in Additional Resources. Knowledge of effective writing instruction has increased dramatically in the last decade. Take advantage of professional conferences and staff development opportunities in order to expand your knowledge about effective writing instruction.

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Prompt Specifications

The MGWA topics are often referred to as "prompts," for their purpose is to prompt or elicit a writing sample in an on-demand setting. Writing prompts contain the four elements listed in bold. The purpose of each element is explained using the sample "Inventions" topic.

1. **Topic**. The first sentence of the Prompt introduces the topic of inventions with a brief definition.

2. **Elaboration of the Topic**. The second sentence suggests different classes of inventions to help students think about different types of inventions, realize that they do know enough about the topic to write, and then to focus their individual responses.

3. **Limitation of the Topic**. Students are more successful if they stick to one main idea instead of trying to cover many items in their papers. Some students may still write about several different inventions. These "multiple response" papers are acceptable and will be scored using the same guidelines, but it is more difficult for a student to organize and fully develop this type of paper in the space and time allotted on the Middle Grades Writing Assessment than it is to focus on a single invention.

4. **Choice of Mode**. Students are given three writing options: persuasive (opinion), narrative (a real or imagined story), or expository (report). It is not necessary for students to identify the type of writing they choose. Some papers may even contain more than one type of writing. For example, a student may use a narrative example to support his/her position in an opinion paper. Or, a student may offer his/her opinion in the conclusion of a report about an invention. Combining more than one type of writing is acceptable as long as the writer does not lose focus and/or stray from his/her controlling idea. (For example, a student who lacks focus may begin a report about the telephone and then start telling a story about playing a computer game.)

Writing Prompt, Number 1*

(1) Inventions are devices or discoveries that change our lives. **(2)** Some are ordinary, others are major, some haven't been created yet, and others influence us in ways that are good or bad. **(3)**Write about one invention or one type of invention that interests you. **(4)** Your paper must be one of the following:

- your opinion about an invention
- a real or imagined story about an invention
- a report about an invention

*** Sentences are not numbered in actual writing prompts.** These numbers correspond to the explanations above.

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Sample Prompts

Writing Prompt, Number 1

Inventions are devices or discoveries that change our lives. Some are ordinary, others are major, some haven't been created yet, and others influence us in ways that are good or bad. Write about one invention or one type of invention that interests you. Your paper must be one of the following:

- your opinion about an invention
- a real or imagined story about an invention
- a report about an invention

The following lists contain examples of possible responses to the inventions topic. These lists are intended to be illustrative, not exhaustive.

Opinion

1. The telephone is the greatest invention.
2. Cars are bad for the environment.
3. Algebra is difficult to learn.
4. Guns cause more harm than good.
5. Kids watch too much TV.

Real Story

1. The time I got a computer.
2. Once I tried to drive my dad's truck.
3. The first time I used a cell phone.
4. My experience with e-mail.
5. The day I got a DVD player.

Imagined Story

1. How I invented a homework machine.
2. The time I invented a remote control lawnmower.
3. The day our dishwasher unloaded itself.
4. A machine that helps you read your boyfriend/girlfriend's mind.
5. An invisible cell phone which students can use at school.

Report

1. Alexander Graham Bell invented the telephone.
2. The history of basketball.
3. The invention of make-up.
4. The history of rock-and-roll.
5. The invention of the fried chicken sandwich.

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Writing Prompt, Number 2

Many kinds of animals, both real and imaginary, are part of our lives. Some are pets, some are famous, some are helpful, some live in the wild, some live only in our imaginations, and some lived in the past. Write about one animal or one type of animal that interests you. Your paper must be one of the following:

- your opinion about an animal
- a real or imagined story about an animal
- a report about an animal

The following lists contain examples of possible responses to the animals topic. These lists are intended to be illustrative, not exhaustive.

Opinion

1. Why cats are my favorite animals.
2. Dogs are better than cats.
3. Whales should be saved.
4. People should spay and neuter their pets.
5. Deer-hunting should be banned.

Real Story

1. The time I got a puppy for Christmas.
2. The time my cat got stuck in a tree.
3. The day my cat jumped in the fish pond.
4. The day I lost my best friend (dog).
5. The day my horse ran away with me on his back.

Imagined Story

1. My talking dog.
2. Fighting a dragon.
3. The monster in my closet.
4. The magic unicorn.
5. The *grrzzorp* that came to stay.

Report

1. How to take care of a pet.
2. Types of pets.
3. What happens in 4-H clubs.
4. What a veterinarian does.
5. Breeds of dogs.

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The Scoring System

Five qualities of writing are evaluated in the Georgia Middle Grades Writing Assessment. Each of these qualities is referred to as a **domain**. A **component** is a feature of writing within a particular domain. For example, "focus" is a component of the Content/Organization domain. The weight of each domain reflects the contribution of each domain to the student's total score.

MIDDLE GRADES WRITING ASSESSMENT TEST SUMMARY OF THE SCORING DOMAINS, DEFINITIONS, AND COMPONENTS

Domain I. CONTENT/ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant. **(Weight = 3)**

Components

Focus

Controlling idea

Clear main idea(s)

Relevant, supporting details

Development (fluency, depth, and balance of exploration or explanation of the topic)

Organization (discernible and appropriate order of main and supporting ideas)

Sense of completeness

Domain II. STYLE. The writer controls language to engage the audience. **(Weight = 2)**

Components

Sense of audience (writing to be read)

Precise language (accurate, technical) or engaging language (descriptive or figurative language, dialogue)

Varied word choice

Appropriate tone for topic, audience, and purpose (energetic, honest, forceful, excited, humorous, suspenseful)

Appropriate approach to topic and purpose (original, novel, technical, academic, appeal to logic or emotions)

Transitions (smooth flow and linking of ideas within and across parts of the paper)

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Domain III. SENTENCE FORMATION. The writer forms effective sentences. **(Weight = 1)**

Components

Clarity of meaning at sentence level

Complete sentences and/or functional fragments

Sentence variation (length, type, sentence beginnings, coordination, and subordination)

End punctuation

Domain IV. USAGE. The writer uses standard American English. **(Weight = 1)**

Components

Subject-verb agreement

Standard noun and verb forms

Correct word forms (case, number, pronoun reference, confused word pairs, same sound/different meaning, adjective/adverb degrees)

Manipulation of the conventions of Usage for effect (dialect, idiom, nonstandard language within a quotation)

Distinction between possessive pronouns and contracted pronouns (its, it's; their, they're; your, you're)

Domain V. MECHANICS. The writer employs devices necessary in written standard American English. **(Weight = 1)**

Components

Internal punctuation

Spelling

Format (paragraph breaks, dialogue, margins, spacing between words)

Capitalization

Manipulation of the conventions of mechanics for effect (capitalization, repeated punctuation)

See Student Papers, Annotations, and Teaching Tips, page 61.

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Analytic and Holistic Scoring

The scoring system is analytic. **Analytic** scoring means that more than one feature or domain of a paper is evaluated. Each domain itself is scored **holistically**. The score assigned indicates the test raters' overall impression of the writer's command of the components, using predetermined scoring criteria contained in the Scoring Rubrics. Accurate scoring requires balancing a writer's strengths and weaknesses.

The Middle Grades Writing Assessment Scoring Process

All raters have four-year college degrees and complete a twenty hour training program. Before the raters are allowed to score actual student papers, they must pass a qualifying test. After passing this test, their accuracy is monitored, and retraining is administered if necessary. Raters range in age from 21 to 75. Some raters are recent college graduates, others are homemakers, and others are retired professionals, including teachers. Thirty to forty experienced raters and fifty to sixty newly hired raters score the student papers.

Several processes are in place to control the quality of the assigned ratings. To ensure that the two raters who score each paper work independently and do not influence each other's ratings, scores are recorded on a monitor sheet with no marks made on the student paper. Scores are compared for agreement between the two raters; if scores do not agree, the paper is read by a member of the scoring contractor's staff to determine the score that should be assigned. Should any rater fail to meet daily accuracy standards, that individual is dismissed. This rater's scores would be discarded, and the papers scored again to ensure that students receive the correct scores. The raters see only the student papers, not any demographic information that would identify the individual student writer, the school, or the system.

Domain Weighting

Each paper is scored in five domains: **Content/Organization**, **Style**, **Sentence Formation, Usage,** and **Mechanics**. Scores in each domain range from 1 to 4 (4 being the highest score). The total weighted raw scores range from 16 (1's in all four domains) to 64 (4's in all four domains).

DOMAIN	DOMAIN WEIGHT	CALCULATION OF WEIGHTED SCORE
Content/Organization **(C/O)**	37.5%	3 x each rater's score
Style **(S)**	25%	2 x each rater's score
Sentence Formation **(SF)**	12.5%	1 x each rater's score
Usage **(U)**	12.5%	1 x each rater's score
Mechanics **(M)**	12.5%	1 x each rater's score

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Weighting means that the score a rater assigns is multiplied by the weight (or importance) assigned to a domain.

Here is an example: Rater A assigns a "3" in Sentence Formation and Usage, and "2" in the other domains. Rater B assigns a "3" in Content/Organization, Sentence Formation, and Usage, and a score of "2" in Style and Mechanics.

	C/O	S	SF	U	M
Rater A	2	2	3	3	2
Rater B	3	2	3	3	2

Rater A

Weight			Weighted Domain Total
3 x	the score of "2" in Content/Organization	=	6
2 x	the score of "2" in Style	=	4
1 x	the score of "3" in Sentence Formation	=	3
1 x	the score of "3" in Usage	=	3
1 x	the score of "2" in Mechanics	=	2
	Rater A Weighted Score		18

Rater B

Weight			Weighted Domain Total
3 x	the score of "3" in Content/Organization	=	9
2 x	the score of "2" in Style	=	4
1 x	the score of "3" in Sentence Formation	=	3
1 x	the score of "3" in Usage	=	3
1 x	the score of "2" in Mechanics	=	2
	Rater B Weighted Score		21

Rater A + Rater B scores = Total Weighted Score = 39
(18) (21)

The total raw scores are then scaled to adjust for small differences in prompt difficulty. That is why students receive scaled scores on their reports. By converting raw scores to scaled scores, adjustments may be made for any small differences between the various test editions, making it possible to equate scores from different versions of the test. For example, a score of 360 in response to one prompt indicates the same level of writing performance as a score of 360 in response to any other prompt. The MGWA scale ranges from 300 to 400.

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MGWA Performance Levels

Performance Level	Scale Score Range
Not on Target (NT)	300 - 348
On Target (OT)	349 - 367
Exceeds the Target (XT)	368 - 400

Not on target for achieving writing skills

Writing samples that are "not on target" lack focus and organization. Ideas are loosely connected, often related to the assigned prompt rather than each other. When supporting ideas are present, they are listed rather than developed through detail, example, or explanation. Development, at best, is minimal. Little, if any, awareness of a reader audience is demonstrated. Sentences are generally simple. The frequency and/or severity of errors in sentence formation, usage, and mechanics interfere with meaning. Often, brevity restricts the demonstration of competence.

On target for achieving writing skills

Writing samples that are "on target" are focused and contain a clear beginning, middle, and end. While development may be uneven or an occasional idea may be irrelevant, the writer's intent can be determined. These writing samples demonstrate some awareness of a reader audience. Word choice, while generally correct, may be simple, functional, or repetitive. Transitions may be limited to paragraph shifts. Sentence meaning is clear, and competence in both simple and complex sentences is demonstrated. Errors in usage and mechanics may occur, but they are infrequent and do not prevent the reader from understanding the writer's meaning.

Exceeds the target for achieving writing skills

Writing samples that "exceed the target" are focused and effectively organized. Supporting ideas are relevant, developed, and presented with clear, logical connections. Word choice is varied and either precise or engaging. Sentences are clear, complete, and varied in length and structure. Errors in usage and mechanics, if present, do not interrupt the flow of communication. Consistent control of a variety of usage and mechanics concepts is demonstrated.

The individual domain descriptive statements in the Additional Resources portion of the Guide show how the statements correspond to the raw scores assigned by the two raters.

See page 173.

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What Teachers Need to Know:
Questions and Answers About the Middle Grades Writing Assessment

1. **Why was the Grade 8 Writing Assessment changed to the Middle Grades Writing Assessment?**
The Grade 8 Writing Assessment, as part of Georgia's minimum competency testing program, required students to write only narratives. Narrative writing is now assessed at Grade Five. The Grade 8 test was changed to the Middle Grades Writing Assessment in 2000. The Middle Grades Writing Assessment reflects the QCC writing standards for grades six through eight by incorporating expository and persuasive writing in addition to narratives. Broad coverage of all types reinforces writing across the curriculum. The name of the assessment was changed to clarify that writing instruction is a continuous process that must be shared by sixth, seventh, and eighth grade teachers.

2. **How are the writing prompts chosen?**
In the initial stages of prompt development, many writing prompts are written and examined by an advisory committee consisting of teachers and administrators from all over Georgia. Once the field test version of these prompts is approved, they are tested with a representative sample of students from the state. After the field-test papers are scored, prompts are analyzed to determine if they are of comparable difficulty to other prompts in the test-secure bank and meet the technical quality standard. A bias review is conducted once demographic data are available. Prompts which meet all technical standards, including being free of bias, become part of the operational prompt bank.

3. **Why does it take so long to get the results of the writing tests?**
When test documents (approximately 110,000 papers) are received by the scoring contractor, they must first be scanned for demographic information. Then the folder is cut in half so that raters see only the final draft, not the student demographic information. The final drafts are randomly assembled into packets of 24 papers. It takes 80-100 raters approximately 6 weeks to train, qualify, and score all of the student papers. Each paper is scored independently by two raters. After all of the papers are scored, student, school, and system reports are produced, reviewed and approved by the Georgia Department of Education, and shipped to each school system. No results can be sent until all of the papers are scored, all the data are analyzed, and all the reports are printed.

4. **Is it okay to have my students write on prompts given in previous administrations?**
<u>ABSOLUTELY NOT</u>. Prompts are part of a test-secure bank that cannot be discussed, copied, reproduced, or shared in any manner. As noted on the front page of the *MGWA Examiner's Manual*, "Failure to safeguard these materials or to comply with test administration procedures could adversely affect an individual's certification status. Such practices will be reported to the Georgia Department of Education and the Professional Standards Commission as failure to adhere to established policies and procedures." **Two prompts are included in this guide; these two prompts are public domain and can be used by teachers, students, and parents so that the format of the test is clear.**

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5. **How should the students practice for the test?**
We encourage schools to have a "practice test" in which the students go through the same procedure as they would during the real test. This guide contains public prompts and directions to simulate the actual writing assessments. Students may be more comfortable taking the test if they are familiar with the time limits, amount of space on the test booklet, and the format of the prompts. Students who are used to having several days to complete a paper need to practice on-demand, timed writings. See Technology Connections, page 179, for websites with practice prompts.

6. **Is instruction in the five paragraph essay all I need to do to prepare my students for the MGWA?**
In general, no. It is important for writers to organize their ideas. For the lowest level writers, a formulaic approach provides a beginning structure for their writing. However, a formulaic structure alone is insufficient and often leads weak writers into repetition rather than development. For a formulaic approach to "work," the writer must make the paper complete by adding details and examples to the structure, instead of simply repeating the same ideas. Skilled writers can produce creative, complete papers without the traditional thesis/three reasons structure. For these writers, imposing a formula will inhibit their natural creativity and may lower their Content/Organization and Style scores. Formulaic writing can be a starting point for less able writers, but it should not be the writing program for all students or for all writing situations. It is unsuited to narrative writing, one of the types of writing included in the MGWA.

7. **What common mistakes result in low test scores?**
- Listing ideas without development and/or organization. Instead of developing a clear controlling idea with relevant supporting ideas and details, many students list one idea after another. Often the sentences of these papers could be rearranged in any order without altering the overall meaning of the paper.
- Repeating the same words, ideas, and sentences.
- Straying from the focus or topic.
- Not writing enough to demonstrate competence in all components of the five domains. While a two-page paper does not guarantee a high score, an extremely brief paper virtually guarantees a low score.

8. **How strictly must the student's paper comply with the writing topic or prompt?**
While the paper must be a response to the prompt, the writer is allowed latitude in how he/she chooses to respond. Writers may redefine the topic, choose a novel variation or fantasy approach to the topic, or negate assertions contained in the prompt. For example, if the prompt directed students to write about an invention, a paper about a discovery (such as electricity or fire) is acceptable. Or, in response to a prompt about animals, students could write about stuffed animals, people, or aliens.

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9. **What if a student has no experience with a particular topic?**
If a student has no direct personal experience to draw upon, he or she can write an imaginative response or write about another person's experience. Since the students do not have access to reference materials, they are not required to remember specific facts. As long as the "facts" as presented by the students support their positions, their topics, or fit in with the story, the students are not penalized for inaccuracies

10. **Is it better to play it safe, avoiding errors, or to take a risk?**
An error-free paper that contains simple words and sentences will receive a lower score than a paper in which more difficult words and sentences are attempted with a few errors as a result. Raters are trained to evaluate how much the student has demonstrated, not to count errors. In considering the severity of errors, raters take into account the difficulty of what the writer has attempted.

11. **What if a student is not finished with his final draft when the time is up?**
Regular program students may be given up to ten (10) additional minutes to complete the test.

12. **What sections of this guide can I copy for students and parents?**
You may photocopy information and sheets included in this document for instructional use only.

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What Students Need to Know:
Questions and Answers About the Middle Grades Writing Assessment

1. **When is the writing test given?**
   The test is administered in January to eighth grade students.

2. **How long do I have to complete the test?**
   Approximately 80 minutes.

3. **Do you have any advice as to how I can use my time most effectively?**
   Yes, the following suggestions may help you:

   Planning/Prewriting (10 minutes)
   Read the entire topic carefully. Read it a second time. Decide the type of paper you will write (opinion, story, or report). Think about some possible ideas you have about the topic. Organize your ideas in writing before you begin your draft.

   Drafting (30 minutes)
   Begin writing the first draft. Concentrate more on your ideas than on grammar. You will have time to edit for grammar later. Re-read the topic to be sure you are writing about the required topic. Finish your first draft.

   Revising and Editing (20 minutes)
   As you review what you have written, ask yourself if your ideas are expressed clearly and completely with specific details. Consider rearranging your ideas and changing words to make your paper more effective.

   Final Draft (15 minutes)
   Copy your paper into the response booklet.

   Proofreading (5 minutes)
   Proofread your paper for mistakes. Correct your mistakes neatly.

4. **Do I have to use ink?**
   Yes, the final draft must be written in blue or black ink; however, the first draft may be written in pencil.

5. **What if I make a mistake using ink?**
   Draw a line through what you want to change and rewrite it neatly.

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6. **May I use a dictionary?**
No.

7. **Will spelling errors hurt my score?**
It is better to risk misspelling a precise word than to keep repeating simple, vague words. Precise and varied word choice is highly valued in the Style domain. These words help develop the topic, which is evaluated in the Content/Organization domain. Frequent misspellings of common words or words in the writing prompt can prevent the reader from understanding your ideas and therefore could lower your score in the Mechanics domain. However, spelling is only one aspect of the Mechanics domain.

8. **Will my handwriting hurt my score?**
If your handwriting can be read, it will not hurt your score. If your handwriting cannot be read, your paper cannot be scored.

9. **Am I <u>required</u> to write in cursive?**
No, you <u>may</u> print or write in cursive. If you print, use lower and upper case letters appropriately (rather than printing in all capital letters) to show you know the rules of capitalization.

10. **What score will I receive if I write on a topic I choose, not the test topic?**
Your paper will not be scored.

11. **What if I think I know little or nothing about the topic?**
All prompts contain writing topics that are broad and give you three writing options. For a narrative response, even if you have no personal experience to draw upon, you can write an imaginative story or another person's experience. For reports and opinions, you are not required to remember specific facts. As long as the "facts" as you present them support your position or fit in with the report, you are not penalized if they are inaccurate. See the inventions and animals example responses on pages 5-6.

12. **What if I write in rap, poetry or music?**
Your paper will not be scored unless you write in prose (sentences and paragraphs).

13. **May I write in a language other than English?**
You must write in English to receive a score on the MGWA.

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14. **How long should my paper be?**
While there is no set length, you have a maximum of two pages for your final draft. Be sure to cover your topic completely. Nearly forty percent of your score (Content/Organization) depends on how thoroughly you develop your response. This means that several paragraphs will probably be necessary. Instead of asking "how long is this paper," raters ask "has this writer developed his/her controlling idea with relevant supporting ideas, major details, and specifics?" Obviously, a very short paper (a brief paragraph or two) is rarely considered complete and rarely demonstrates enough variety or proficiency in any domain.

15. **May I use "I" or "you" in my paper?**
You may use "I" if the first person point of view best addresses your topic. This is particularly true if you include a personal narrative. You may use "you" to address your reader, but avoid using vague references.

16. **What does Content and Organization mean?**
Content and Organization refers to the writer's ability to generate ideas and organize them in a logical manner. The components of Content/Organization evaluated in the MGWA are focus, controlling idea, supporting details, development, and sense of completeness.

17. **What does Style mean?**
Style refers to the writer's control of language to engage the reader's interest. The components of Style evaluated in the MGWA are sense of audience, descriptive language, varied word choice, tone, and transitions.

18. **What does Sentence Formation mean?**
Sentence Formation refers to the writer's ability to form effective sentences. The components of Sentence Formation evaluated in the MGWA are complete sentences, end punctuation, clarity, variety, and complexity of sentences.

19. **What does Usage mean?**
Usage refers to the writer's ability to use standard American English. The components of Usage evaluated in the MGWA are subject-verb agreement, standard nouns and verbs, pronouns, adjectives and adverbs, possessive pronouns and contractions, and homonyms.

20. **What does Mechanics mean?**
Mechanics refers to the writer's ability to format paragraphs, punctuate within sentences, spell, and capitalize.

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21. **Does one part of the test count more than another?**
Yes, the Content and Organization Domain score counts 37.5% of the total score. The Style score counts 25%. The other three domain scores (Sentence Formation, Usage, Mechanics) count 12.5% each.

22. **Who grades (rates) my test?**
All test raters have four-year college degrees and complete a 20-hour training program. Unlike your teacher, test raters do not know your name, your history, or your potential. They are not responsible for helping you improve your writing. Test raters evalu. te a single sample of your work which they compare to a set of guidelines established by the Georgia Department of Education. Because the testing situation does not provide you with time for extensive revision and editing, more emphasis is placed on development and organization of your paper than your spelling, punctuation, and other components of grammar. Test raters look for the skills you have demonstrated in your writing rather than focusing on what you still need to learn.

23. **May I take a negative view of the topic?**
Yes. You may choose to take a negative position. Remember to maintain a consistent controlling idea and provide relevant supporting details.

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Part Two: Foundations

Overview of Writing Assessment in Georgia

In Georgia, writing assessments are administered to students in grades three, five, eight, and eleven. As you can see from the chart below, writing at all grade levels is evaluated in terms of content (development and organization), style (personal expression), and the conventions of Standard American English (surface features, sentence formation, usage, and mechanics).

Grade Level	Type of Writing	Scoring System	Score Point	How are scores reported?	Who grades the papers?
Grade 3*	Personal Experience, Imaginative Story, Response to Literature, Response to Content Area	Holistic: Developmental Stages Components: Content, Personal Expression, Surface Features	1-6	Stage Scores Stage 1 - Emerging Stage 2 - Developing Stage 3 - Focusing Stage 4 - Experimenting Stage 5 - Engaging Stage 6 - Extending	Classroom Teachers
Grade 5	Personal Experience and Imaginative Story	Holistic: Developmental Stages Components: Content, Personal Expression, Surface Features	1-6	Stage Scores Stage 1 - Emerging Stage 2 - Developing Stage 3 - Focusing Stage 4 - Experimenting Stage 5 - Engaging Stage 6 - Extending	Qualified Raters
Middle Grades (8th)	Narrative, Expository, Persuasive	Analytic: Five Domains Content/Organization Style Sentence Formation Usage Mechanics	1-4 per domain	Scale Scores: 300-400 Not on Target 300-348 On Target 349-367 Exceeds Target 368-400	Qualified Raters
GHSWT (11th)	Persuasive	Analytic: Four Domains Content/Organization Style Conventions Sentence Formation	1-4 per domain	Scale Scores: 400-600 Fail 400 - 499 Pass 500 - 600	Qualified Raters

*In grade 3, a portfolio of student writing samples is assessed, rather than a single, timed writing sample.

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History of the MGWA

The 1991 General Assembly of the Georgia Legislature passed legislation mandating that the State Board of Education implement changes relating to the student assessment program. Portions of the Quality Basic Education Act (section 20-2-281) pertinent to the development of the Middle Grades Writing Assessment are reproduced below.

> Writing assessments shall be administered to students in grades three, five, eight, and 11. The writing assessments shall provide students and their parents with performance outcome measures resulting from the administration of such tests. The curriculum-based assessments that the state board shall develop shall measure student performance relative to the uniformly sequenced core curriculum approved for grades three, five, eight, and 11 by the state board pursuant to Code Section 20-2-140. The curriculum-based assessments shall place emphasis upon reading, writing, mathematics, science, and social studies. All such curriculum-based assessments shall include process and application skills as assessed in a range of academic content, shall exceed minimum and essential skills by extending the assessments' range of difficulty, and shall emphasize higher-order thinking skills.

The Middle Grades Writing Assessment (MGWA) was pilot tested in 1998 and field tested in 1999. The assessment was first administered in January of 2000.

The State Advisory Council on Writing Assessment assisted the Georgia Department of Education in developing the writing component of the student assessment program. This group, consisting of educators with expertise in the instruction of writing skills or writing assessment, was subdivided into a Grades Three and Five Committee and a Grades Eight and Eleven Committee. The council had two primary purposes. First, it provided advice to the Georgia Department of Education in matters relating to the plan of operation, ongoing developmental activities, administrative procedures, and test usage recommendations. In addition, the council worked in small committees to assist in developing writing standards, formulating scoring standards and procedures, and creating the **Assessment and Instructional Guide for the MGWA**.

The **Guide** reflects the philosophy, test development contributions, and instructional insights of members of the Advisory Committee, working with two divisions of the Department of Education (Research, Evaluation and Testing and Curriculum and Instruction) and the contractor (Test Scoring and Reporting Services of the University of Georgia).

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Philosophy

Reflecting the trends, tenets and position statements by standing committees of national organizations, such as the National Council of Teachers of English and the International Reading Association, the Middle Grades Committee of the State Advisory Council on Writing Assessment share these belief statements.

- Reading, writing, listening, thinking, and speaking are interactive and inseparable and should be taught accordingly.
- Students learn to write by writing.
- Students should participate in many activities related to the writing process: talking, reading, brainstorming, collaborating, planning, drafting, revising, proofreading, publishing, responding, sharing, conferencing, and revisiting.
- Writing should be an integral part of the curriculum in all grades.
- Daily opportunities should be provided for students to write for various purposes and audiences.
- The classroom environment should support risk-taking and experimentation with language.
- Writing development is not linear. Shifts in skill level, rather than uninterrupted progress, are to be expected.
- The purposes for writing are best conveyed through teacher and student participation in a writing community.
- Writing matters well beyond the academic context.
- Writing instructors and students alike are lifelong learners.
- Writing is interdisciplinary. English/language arts teachers provide the "how to," while all teachers provide the essentials of "what to" write.

Further, the committee believes that writing assessment should be based on the following guidelines:

- Assessment procedures should result in the improvement of writing and writing instruction.
- Assessment should reflect a natural integration of the language arts.
- Assessment conditions should parallel, as closely as possible, the teaching of writing.
- Assessment should occur over a period of time, not in a single designated time period.
- The writing process yields a product. In the classroom, both process and product can be evaluated. In the Georgia Middle Grades Writing Assessment, the product is evaluated.

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QCC CONTENT STANDARDS FOR THE MIDDLE GRADES WRITING ASSESSMENT

The MGWA is based on the following objectives from the Quality Core Curriculum. The domains under which the standard is evaluated are listed in the "Area(s) of the Assessment" column.

Domain Abbreviations

C/O = Content/Organization
S = Style
SF = Sentence Formation
U = Usage
M = Mechanics

QCC Objectives			Content Standards	Area(s) of the Assessment
Grade 6	Grade 7	Grade 8		
6.70	7.65	8.65	Writes paragraphs that include unifying ideas and supporting details (may include topic sentence and clincher sentence).	C/O
6.71	7.67	8.67	Produces paragraphs and compositions for a variety of purposes (exposition, description, narration, and persuasion).	C/O
6.73	7.69		Experiments with organization, style, purpose, and audience.	C/O, S
		8.69	Writes with organization, style, and sense of audience.	C/O, S
6.74	7.70	8.70	Produces various types of writing (personal, academic, business, and vocational).	C/O, S
6.72	7.68	8.68	Expands writing vocabulary.	S, U
6.75	7.71	8.71	Uses descriptive words and phrases.	S
6.76	7.72	8.72	Uses dialogue in writing.	S, U, M
	7.66	8.66	Uses transitions within and between paragraphs.	S
6.7	7.7	8.7	Writes simple and compound sentences and avoids run-ons and nonfunctional fragments.	SF
6.8	7.8	8.8	Combines sentences using coordination (i.e., compound sentences).	SF

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QCC Objectives			Content Standards	Area(s) of the Assessment
Grade 6	Grade 7	Grade 8		
6.5	7.5	8.5	Uses principal parts to form tenses of regular and irregular verbs.	U
6.9	7.12	8.10	Applies standards of American English to: -subject-verb agreement -cases of personal pronouns -pronoun/antecedent agreement -principal parts of verbs -comparisons of adjectives and adverbs	U
6.78	7.74	8.74	Correctly spells frequently used words and commonly confused words (e.g., to, two, too).	M
		8.9	Recognizes and uses verbals and verbal phrases (gerunds, participles, and infinitives).	U
6.4	7.4	8.4	Forms singular, plural, and possessive nouns.	U
6.10	7.9	8.11	Applies standard rules of capitalization.	M
6.11	7.11	8.12	Spells frequently used words and applies common spelling rules.	M
6.12	7.10	8.11	Applies standard rules of punctuation.	SF , M
6.77	7.73	8.73	Applies grammatical and mechanical conventions in writing.	U, M

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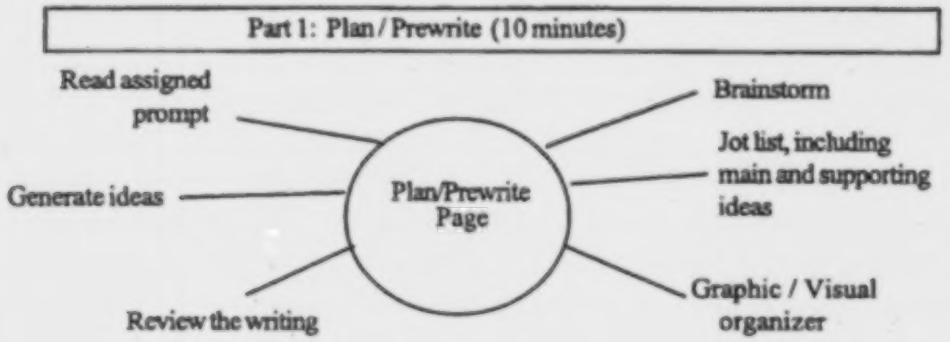
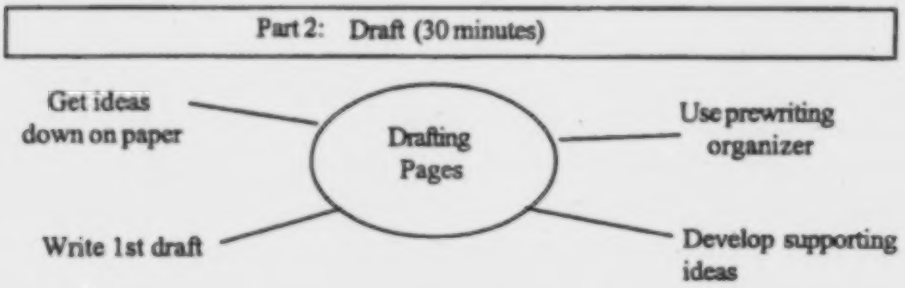
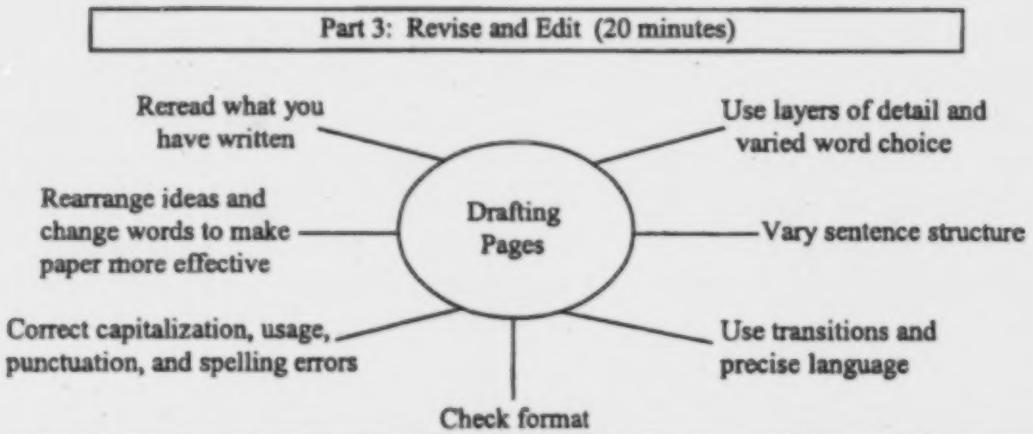
Part Three: Writing Instruction

STRUCTURE OF THE GEORGIA MIDDLE GRADES WRITING ASSESSMENT

The Middle Grades Writing Assessment has five time periods or parts. The times given for each part are recommendations, not rules; if students finish any of the parts early, they may go on to the next part. Simulating timed writing in the classroom will help students understand how to pace themselves so that they complete each step of the writing process during the actual administration of the test.






Part 3: Revise and Edit (20 minutes)
Reread what you have written
Rearrange ideas and change words to make paper more effective
Correct capitalization, usage, punctuation, and spelling errors
Check format
Drafting Pages
Use layers of detail and varied word choice
Vary sentence structure
Use transitions and precise language

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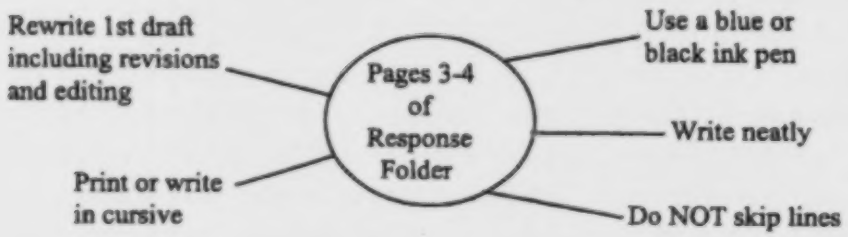
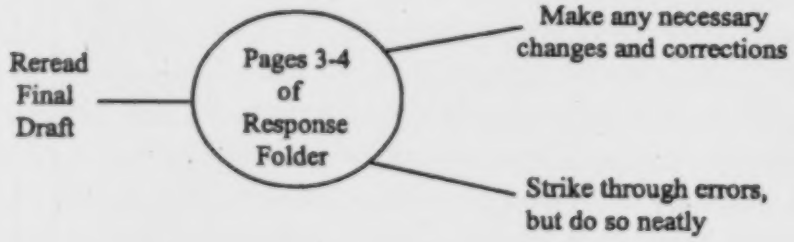
Part 4: Final Draft (15 minutes)


Rewrite 1st draft including revisions and editing
Print or write in cursive
Pages 3-4 of Response Folder
Use a blue or black ink pen
Write neatly
Do NOT skip lines

Part 5: Proofread (5 minutes)


Reread Final Draft
Pages 3-4 of Response Folder
Make any necessary changes and corrections
Strike through errors, but do so neatly

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What do 6th and 7th Grade Teachers Need to Know?

Writing is a cumulative process. Sixth and seventh grade teachers need to build on students' writing strengths and include instruction to continue growth in the writing process.

1. The Middle Grades Writing Assessment concerns the same aspects of writing as the Grade 5 Writing Assessment. The Middle Grades assessment is analytic, with scores assigned in the domains of Content/Organization, Style, Sentence Formation, Usage, and Mechanics. Because the Grade 5 Assessment is scored using a holistic scale, students do not receive individual domain scores. In determining the stage score, however, the components of content, personal expression and surface features are examined. These *components of the Grade 5 assessment* correspond to the domains of the Middle Grades assessment (*Content* - Content/Organization; *Personal Expression* - Style; *Surface Features* - Sentence Formation, Usage, Mechanics).

2. On the MGWA students are given a single prompt but a choice of three ways to respond. Students may write an opinion, a report, a real story, or an imagined story. Instruction should address narrative, expository, and persuasive writing.

3. Teachers should help students become familiar with the language of the MGWA scoring rubric.

4. Individual Student Reports from the Grade 5 Writing Assessment will provide information about your students. Teachers should locate these reports (found in permanent records) and use them to plan instruction.

5. Look at 5th grade sample student papers in the *Assessment & Instructional Guide for the Georgia Grade Five Writing Assessment* to better understand the developmental stages of writing (can be found at www.doe.k12.ga.us/sla/ret/writing.html).

6. See page 23 of this guide for QCC correlations to the writing rubric.

7. Incorporate writing daily and across the curriculum to allow students opportunities to write in a variety of contexts.

8. Writing instruction needs to be continuous through the middle grades so that students are adequately prepared for the assessment in the 8th grade.

9. Refer to the vertical teaming suggestions on the next page for each of the five domains of the MGWA.

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Vertical Teaming Suggestions

Domains	Components for Sixth Grade	Components for Seventh Grade	Components for Eighth Grade
Content/ Organi-zation	Writes paragraphs that include a controlling idea and supporting details. Produces paragraphs and compositions for a variety of purposes.	Experiments with the organization of various types of multi-paragraph writing, using controlling ideas, supporting details, and appropriate development.	Produces various types of focused writing for a variety of purposes with a strong controlling idea, supporting details, logical organization, and sense of completeness. The development shows fluency, depth, and balance.
Style	Identifies tone and approach in literature. Experiments with sense of audience in written work. Uses descriptive phrases, varied word choice, and dialogue in writing.	Experiments with tone and approach in writing. Writes with a sense of audience, using varied word choice, dialogue, precise language (accurate or technical), and engaging language (descriptive or figurative). Experiments with transitions.	Engages audience through the use of tone, approach, varied word choice, dialogue, precise and engaging language, and transitions within and between paragraphs.
Sentence Formation	Writes simple and compound sentences with clarity. Revises to avoid run-ons and non-functional fragments. Varies sentence types (interrogative, declarative, imperative and exclamatory). Uses appropriate end punctuation.	Writes simple and compound sentences with clarity. Experiments with the use of sentence variation (length, type, sentence beginnings, coordination, and subordination) for specific purposes. Uses appropriate end punctuation.	Forms effective, complete sentences and functional fragments with clarity of meaning. Varies sentences by length, type, sentence beginnings, coordination, and subordination. Uses appropriate end punctuation.
Usage	Revises for the correct use of subject-verb agreement, cases of personal pronouns, principal parts of verbs, comparisons of adjectives, adverbs, and possessive pronouns versus contracted pronouns.	Demonstrates and applies the standards of American English to subject-verb agreement, cases of personal pronouns, pronoun reference, principal parts of verbs, comparisons of adjectives, adverbs, and possessive pronouns versus contracted pronouns. Experiments with dialect, idiom, and nonstandard language within a quotation.	Consistently demonstrates and applies the standards of American English to subject-verb agreement, cases of personal pronouns, pronoun reference, principal parts of verbs, comparisons of adjectives, adverbs, and possessive pronouns versus contracted pronouns. Manipulates the conventions of Usage for effect using dialect, idiom, nonstandard language within a quotation.
Mechanics	Revises for correct use of internal punctuation, spelling, format (paragraph breaks, dialogue, margins, spacing between words), and capitalization.	Demonstrates the correct use of internal punctuation, spelling, format (paragraph breaks, dialogue, margins, spacing between words), and capitalization. Experiments with the manipulation of the conventions of mechanics for dramatic effect (capitalization, repeated punctuation).	Consistently demonstrates the correct use of internal punctuation, spelling, format (paragraph breaks, dialogue, margins, spacing between words), and capitalization. Effectively manipulates the conventions of mechanics for dramatic effect (capitalization, repeated punctuation).

Steps of the Writing Process

Prewriting

Once the student understands the prompt, the next step is to come up with meaningful ideas to allow the student to write a well organized essay. Prewriting is the first step in the writing process and is a critical step in producing a well-written paper. Prewriting involves collecting, listing, and organizing ideas to use in writing a paper. Collecting information includes brainstorming and jot-listing. The next part of the process involves organizing the listed details. The following are examples of graphic/visual organizers:

- Venn diagrams
- Clustering/Webbing/Mapping
- Herringbone diagrams
- Branching
- Outlining
- Story Boards

Note: Examples of these may be found in the teacher resource materials that accompany most language arts texts.

Teacher Guided Brainstorming Activity

Possible topics: My favorite birthday
Why I love (or hate) cafeteria food
Why education is important

Teachers should do several prewriting activities in guided practice with students. Students who have not done much prewriting may need to see the teacher model a prewriting activity to understand how to do it themselves. The teacher picks a topic, and students call out supporting and related ideas. The teacher then leads students through grouping related ideas and eliminating irrelevant ones.

Drafting

Drafting is getting the writer's ideas on paper. Prewriting/planning should be the guide for drafting. The purpose of drafting is to discover the writer's thoughts, position on the issue, and how to express those ideas.

The first draft should be written quickly with the focus on content and organization. If students are having trouble writing an effective beginning, tell them that it is acceptable to write the introduction and conclusion after the rest of the paper has been written.

See Effective Strategies for Introductions and Conclusions, page 41.

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Revising

Revising is the step in the writing process in which the writer improves the paper. During this step, the writer makes sure that all of the important points about the subject are made and that the reader can understand all of the ideas. Sentence variation, layers of detail, transitions, precise language, varied word choice, beginnings, and endings should be considered in the revision process.

Revising Strategies:

Peer conferencing should occur before teacher conferencing. Peers listen to the writer's text and then ask questions. The questions help the writer revise for clarity.

Teacher conferencing is extremely important. Point out what has been done correctly before identifying areas that need improvement. In addition to marking the errors on the student's paper, the teacher should sit with the student and explain what the student can do to improve his/her writing. Have the student explain (rather than read) what was written. The student may have thought that he/she had included details that were not actually written in the story. The student can then go back and make the suggested revisions.

see Sample Writing Conferences, page 44.

Revising Checklist - CRAM

1. Do I need to **Cut** any information?
    - Have I stuck to my topic?
    - Have I repeated myself in some parts?
    - Have I included only relevant details?
2. Do I need to **Rewrite** any parts?
    - Are there ideas or sentences that are unclear?
    - Did I repeat words and ideas?
    - Are my sentences varied and interesting?
3. Do I need to **Add** any information?
    - Do I have a good beginning?
    - Have I included all the important details, specific examples, or facts?
    - Do I have an effective ending?
4. Do I need to **Move** any parts?
    - Are my sentences in the best order?
    - Do any ideas or details seem to be out of place?

Have the students **list words that begin sentences**. If every sentence begins with the same or similar words, suggest other ways to begin sentences.

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Have the students **count the words in each sentence** of their papers. The numbers illustrate the length of the sentences. If all the sentences contain approximately the same number of words, the students need to work on varying the length of their sentences. Varying the length of sentences improves style by speeding up or slowing down the pace, building suspense, drawing focus, or pausing to reflect.

When writers leave out important information, the teacher **separates (cutting and pasting) the writer's sentences**, leaving ample space for the writer to insert information or to elaborate on the ideas.

Clean up the **MESS**

Movability: rearranging sentences/ideas so that they are in the proper order.
Expansion: providing additional details, ideas, and examples to make the paper complete.
Sentence Combining: joining short sentences/fragments to form longer, effective sentences.
Sliding: replacing over-used words with more precise, descriptive words.

Have the students **highlight the first sentence** in each paragraph to check for logical organization. Provide the class with highlighters.

Editing

During the editing step, the writer corrects any mistakes made in spelling, grammar, usage, and punctuation. Attention should also be given to format, including paragraph breaks, dialogue, margins, spacing between words, and handwriting.

Editing Strategies

CUPS (**C**apitalization, **U**sage, **P**unctuation, **S**pelling):

The teacher marks the appropriate letter in the margin next to the line in which the error occurs. The students must locate and correct their mistakes.

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 # Editing Checklist

Capitalization

- Did I start each sentence with a capital letter?
- Are all proper nouns (names of people and places) capitalized?
- Are direct quotations correctly capitalized?

Usage\Word Choice

- Did I use strong action words (*sprint, smash, leap*) ?
- Did I use precise descriptive adjectives (*fluffy, wrinkled, bitter*)?
- Did I use precise, descriptive verbs (*shriek, demand, assemble)?*
- Did I use the correct word (*son/sun* or *there/their/they're* or *buy/by*)?
- Did I use correct verb forms?
- Do all the subjects and verbs agree in number?

Punctuation

- Did I use correct end punctuation after each sentence?
- Did I use quotation marks correctly?
- Did I use commas correctly?
- Did I punctuate dialogue correctly?
- Did I use apostrophes correctly?

Spelling

- Have I spelled every word correctly?
- Have I used hyphens correctly?

Proofreading

Proofreading is the last step of the writing process, the final polishing and cleaning up of a piece of writing before its presentation. Before proofreading, the writer should have completed the earlier stages of the process: prewriting, drafting, revising and editing. During proofreading, the writer does a final check for errors in omitted or repeated words, spelling, punctuation, and capitalization.

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Illustrating the Steps of the Writing Process

Please refer to the sample first draft on page 36 and the sample final draft on page 38. The student was asked to write on the "Inventions" prompt.

Prewriting/Brainstorming

The writing process begins with brainstorming and prewriting. They are essential for two reasons:

- In brainstorming, the writer jots down all ideas about the topic, so that nothing is forgotten.
- During prewriting, the writer will limit the topic because a good brainstorm will provide more ideas than are needed.

A good prewriting activity for this paper would be as follows:

impress chicks - especially Sandra
impress parents, grandparents, teachers
impress buddies
save money - more money for leisure
make me famous
parts I need
time needed to build
problems: weight, size, steering, speed, performance

Drafting

Drafting, the next step in the writing process, is getting the writer's ideas on paper. Prewriting/planning should be the guide for drafting. The purpose of drafting is to discover the writer's thoughts, position on the issue or event, and how to express those ideas. The first draft should be written quickly with the focus on content and organization.

Revising

In the **Content/Organization** domain of this paper, the supporting ideas are relevant but not well developed with specific details. The reader is left with many questions:

Why did it take so long to decide what to invent?
What parts did the writer buy at Radio Shack?
What parts were stripped from the old go cart?
What does the car look like?
How large is the water tank?
How far can the car go on one tank?
How long did the car take to build?
Why couldn't the judges believe the invention?
What was the inventor paid for his blue prints?

By adding answers to some of these questions, the writer more thoroughly develops the content

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of the piece.

In the **Style** domain of this paper, the language is not engaging. The writer missed many opportunities to use descriptive or precise language. The language of both the opening and the conclusion are functional. The writer could improve this paper by doing the following:

- *engage the reader by using quotes in the introductory paragraph.*
- *add specific details/descriptions*
- *use concrete language*
- *use a variety of vocabulary words*

Editing

In the **Sentence Formation** domain of this paper there are many ineffective sentences. The writer could improve this paper by doing the following:

- *making sure the paper contains complete sentences with appropriate end punctuation.*
- *checking to see if a variety of sentences (complex, compound, sentence beginnings) have been used.*

Usage & Mechanics

See the Editing Checklist on page 33.

Proofreading

After finishing the final draft, the paper should be read again to make sure there are no errors. If an error is found (such as a misspelled word), a line should be drawn through the error and the correction written above it.

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One day I was at school in Science, and the teacher was telling us about the Science Fair. So I went home and started to think about what I was going to do for my invention. After about two hours I finally figured it out what I was going to do, a water powered car. But I was going to make a model of one.

The next day I went to radio shack to get a couple of parts I was going to need. After that I went home to see could I orient this wonderful project. I went to the garage and took out my go cart and got to work first I took some parts from my old go cart and put them on my new one. And after that I had to make a water tank for it and after that I was done.

I got done ~~[illegible]~~ about 2 days early so I had time to check it and test drive it and it worked great.

The day of the contest the judges coordinator believe me had I had made and ~~[illegible]~~ paid for my Blue printer. And I won first prize

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As I walked in the door the sign stared me straight in the face. It read "Scince Fair January 26." My mind began to wander while the teacher talked. What was I going to do for my invention? After about two hours it came to me, a water powered car. I was going to invent my own car. I'll need a lot of stuff to build this car.

The next day I went to radio shack to get a 20 gallon tank, some tubes, a battery, and a water pump. After buying my parts, I went to the garage to get started. I took out my old go cart and stripped the parts I needed in my invention. After that I hooked up the water tank and the tubes. I checked to see if the engine would start. It bubbled and gurgled and was ready to roll. Click, click. The garage door opened.

I zoomed down the driveway into the street at 15 mph. My friend thought I was cool and they all wanted a turn to drive.

The day of the contest the judges could not believe my car really ran off of water power. One of the judges from Ford motor Co. offered me 5000 dollars for my blue prints. I couldn't believe I finished 2 days early and I still won 1st prize.

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Comparison of the First and Final Drafts

	First Draft C/O score - 2	Final Draft C/O score - 3
Beginning	One day I was at school in Science, and the teacher was telling us about the Science Fair.	*As I walked in the door the sign stared me straight in the face. It read "Science Fair January 26."*
	So I went home and started to think about what I was going to do for my invention.	*My mind began to wander while the teacher talked. What was I* going to do for my invention.
	After about two hours I finally figured it out, what I was going to do, a water powered car. But I was going to make a model of one.	After about two hours *it came to me,* a water powered car. *I was going to invent my own car. I'll need a lot of stuff to build this car.*
Middle	The next day I went to Radio Shak to get a couple of parts I was going to need.	The next day I went to Radio Shak *to get a 20 gallon tank, some tubes, a battery, and a water pump.*
	After take I went home to see could I event this wonderful project.	After *buying my parts,* I went *to the garage to get started.*
	I went to the garage and took out my go cart and got to work first I took some parts from my old gocart and put them on my new one.	I took out my old go cart and *stripped the parts I needed in my invention.*
	After that I had to make a water tank for it and after that I was done.	After that I hooked up the water tank and *the tubes.*
	I got done about 2 days early so I had time to check it and test drive it and it worked great.	*I checked to see if the engine would start. It bubbled and gurgled and was ready to roll. Click, click. The garage door opened.*
		I zoomed down the driveway into the street at 15 mph. My friends thought I was cool and they all wanted a turn to drive.
Ending	The day of the contest the judges couldn't believe what I had made and paid me for my Blue prints.	The day of the contest the judges could not believe *my car really ran off of water power. One of the judges from Ford Motor Co. offered me 5000 dollars for my* blue prints.
	And I won first prize	*I couldn't believe I finished 2 days early and I still won 1st prize.*

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Effective Strategies for Introductions and Conclusions

The following lists contain examples of effective types of introductions and conclusions for each type of writing covered by the MGWA. See "Sample Introductions" on pages 42-43 for examples of many different effective beginnings to a persuasive essay.

Introductions

Opinion Writing
Surprising fact or quotation
Rhetorical question
Dialogue
Dramatic moment
Description/Interesting Lead (anecdote)
Ending with transition to body paragraph

Real or Imagined Story
Surprising fact or quotation
Establish setting/characters
Dialogue
Dramatic moment

Report Writing
Surprising fact or quotation
Rhetorical question
Description/Interesting Lead (background information)
Ending with transition to body paragraph

Conclusions

Opinion Writing
Challenge to reader
Famous quotation
Reinforce strongest point
Prediction
Rhetorical question (or return to introduction question)
Extend argument to broader audience

Real or Imagined Story
Famous quotation
End with irony
Leave audience with a reflection (what experience meant to writer)
Cliffhanger
Ambiguous ending
Moral/Lesson learned
Surprising ending

Report Writing
Famous quotation
Prediction
Rhetorical question

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Sample Introductions
(Topic: Seat Belts)

Ending with Transition to Body Paragraph

When Henry Ford's Model T's came off the assembly line, there were no seatbelts in cars. However, these horseless carriages didn't travel at the rate of speed of our cars today nor were there the high number of automobiles on the road. Seatbelts are necessary to save lives!

Foreshadowing - Seatbelts

When I received the call to go to the accident scene on the 301 By-pass, I didn't know what to expect. It was a holiday weekend and most of my accident calls had been alcohol-related. But this call was different. As a highway patrol veteran, I thought I'd seen it all. But nothing would prepare me for what I'd encounter on this Memorial Day. When I arrived, I saw a teen's body mangled and bleeding - distorted in the middle of the street. I knew instantly that he'd not worn a seatbelt. Now where was the driver? He was being hoisted into an ambulance as his seatbelt-less friend was being covered by a white sheet.

Dialogue - Seatbelts

"Buckle up, Donna."

"We're just going to Wal Mart. It's only down the street. You sound just like my mom, gosh!"

"Well Jason and Brandon were on their way to Wal Mart too when they had an accident. Remember, Jason survived with just a broken wrist, but Brandon was thrown from the car and killed instantly - no seatbelt."

Teens are faced with the decision to buckle up or not every day. If more thought like their parents and wore seatbelts, then they'd live to become parents themselves one day. Seatbelts are our life savers.

Sample Introductions: Set up for Counter Argument

We frequently read about the importance of wearing seatbelts in our headlines. It's even been made a law in our state as well as in many others. What about situations in an automobile that require an immediate exit? A car on fire or submerged in water are only two examples requiring a quick exit in order to save a life. Seatbelts have been credited with saving lives, but has a study ever been undertaken giving the number of lives saved because someone wasn't wearing a seatbelt?

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Description/Interesting Lead

Unnecessary deaths, tragic fatalities ...what a waste of life. My mother survived, thank God ...but the others didn't. She was dressed to a tee - her crisp lined suit pressed and ready for the job interview. Putting the seatbelt across her chest would undoubtedly ruin the starched look. Memories of that horrible accident when she was sixteen raced through her mind as she quickly snapped the belt in place. Who would have thought two straps could keep her beauty alive? Choices are easy to make - she chose to live.

Dramatic Moment

Jack Collins left home one early morning for work in his F - 350 pickup. It had been raining all night, so there was still water on the roads. Jack had to stop for gas so he was running a little late for work. He jumped back into his enormous truck and sped off to the farm. He thought about putting on his seatbelt, but what was the point? The farm was only ten miles down the road, and after all, he was in a big F - 350 pickup truck. What was the need in wearing a seatbelt? Suddenly, as he was sipping his coffee, he hit a patch of water and started to spin out of control. As the Georgia State Patrol Officer pulled up, he could not believe what his eyes saw.

Rhetorical Question

Suppose you live where the deer run wild and you have to swerve and brake just to miss them? Perhaps you live where roads ice over, winding around lakes and trees coated with ice and snow. How lucky do you feel without wearing a seatbelt? Is tonight the night when you just simply forget to put it on? Will tonight be the last one of your life?

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Sample Writing Conferences

Five-Minute Peer Conference
Teachers may ask students to use all or some of the following for a conference session.

Read your partner's piece. As you read, put an X next to any part of the piece that does not make sense to you or that you would like to ask a question about. Then discuss the ideas below.

1. What is your favorite part of your partner's piece? Why?
2. I don't understand this part (show section(s) marked with X). Can you tell me more about this?
3. Grammar/Mechanics concept :_____

(Students should review the piece for the concept being studied in class - i.e. use of dialogue, sentence types, comma use, etc. Students should make corrections to the paper using a colored pen or a highlighter to mark errors so that the writer can correct them.) This gives the teacher information about both the writer and the student who is reviewing the paper.

Three-Minute Teacher Conference
Go to the student's desk so that you can move easily around the room without disrupting students and still monitor the classroom. Use a timer to help set boundaries so that each student feels equal time is being given.

1. What is your favorite part of the piece? Why?
2. What part of the piece is causing you difficulty?
3. What are you doing better than you've done on previous writing?
4. What will you work on next?

You may use the handouts on the following pages ("Anecdotal Notes," "Quick Check," and "Reader Response") during peer or teacher conferences.

For additional suggestions for conferencing, see Nancy Atwell's *In the Middle*, pp. 226-229.

Conferencing sheets are available in Blackline masters section, end of this guide.

Caveat: While conferences are a valuable tool to help writers learn to think like readers and to guide their revision process, conferences <u>do not</u> take place during the MGWA. Additionally, we recommend that when students practice timed writings or mock assessments, they do not have conferences.

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Anecdotal Notes

Student Name Casey Gordon

Date of Assignment 9-17-02

Criterion	1	2	3	4	Notes/ Comments
Content/ Organization		Rough Draft	Final Draft		Nice revision of into. paragraph. Nice use of additional details. Need to work on adding specific details to the ending.
Style		Rough Draft	Final Draft		Nice addition of vivid verbs and concrete images. Try using dialogue & a variety of vocabulary words.
Sentence Formation		Rough Draft	Final Draft		Correct use of question mark in first paragraph. Try to avoid fragments and use a variety of sentence types.
Usage		Rough Draft		Final Draft	Nice revision of subject-verb agreement. Work on commonly confused words such as "there" and "their."
Mechanics		Rough Draft	Final Draft		Good revision of format, spelling, and capitalization. Need to work on commas after introductory clauses.

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Quick Check*

Legend:

- PW - Prewriting
- D - Draft
- R - Revision
- TC - Teacher Conference
- E - Editing
- PC - Peer Conference
- P - Publishing

Dates

Name	9-2	9-3	9-4	9-5	9-6	9-9	9-10	9-11	9-12	9-13
Casey	PW	D	R	PC	R	TC				
Maggie	PW/D	R	PC/ R	TC	E/P					
Claire	PW/D	R/TC	E	PC	P					
Frank	PW	D	R	PC	R	TC				
Buddy	PW	D/R	TC	E	PC	P				
Andre	PW	D	TC	R	PC	E/P				
Xi	PW/D	TC	R	PC	E	P				
Britney	PW	D	PC	R	TC	E	P			
Tori	PW/D	TC	R	PC	E	P				
Aaron	PW	D	TC	R	PC	E	P			
Kelly	PW	D	TC	R	PC/E	P				
George		PW	D	TC	R	PC	E	TC	P	

***Note: This form may also be used to track an individual's progress on multiple assignments.**

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Student Portfolios

Portfolios provide a means for students to be self-directed and self-monitoring. Comparison of writing pieces demonstrates growth in writing skills and competency in the domains. Portfolios can be used for monitoring class progress or to show growth over a period of time (i.e. 6th, 7th, and 8th grades).

Suggestions for items to include in a student portfolio:

Baseline growth piece
Peer/Teacher Conference notes (see page 44)
Anecdotal notes (see page 45)
Quick checks (see page 46)
Reader response papers (see page 48)
Writing Guidelines and Techniques (i.e. vivid verb synonyms, transition phrases, checklists, etc.)
Reflection pages
Content area writing samples\
Reading logs
Response to literature papers
Individualized growth assessment needs (i.e. checklists for skills development)

Reflective Writing

Reflective writing after practice with each type of writing should focus on your failures, attempts, and successes along the way.

- If you had a problem with a particular piece, tell the reader about it.
- If a piece was particularly easy or difficult to write, tell the reader about it.
- If a piece helped you to communicate some feelings that you were unable to verbalize, tell the reader about it.
- If the piece gave you an opportunity to express anger, pain, loss, love, etc. for someone or something, tell the reader about it.
- If the mode of discourse helped you express your thoughts or feelings in a way that you had not been able to before, tell the reader about it.
- If you gained knowledge that you thought needed to be preserved for the future through your writing, tell the reader about it.
- Finally, describe what improvements you wish to make as a writer.

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Reader Response

At regular intervals, such as the end of the term, students may find it helpful to celebrate their growth by sharing writing portfolios with fellow students, other teachers, or parents. This Reader Response form is designed to provide reader input from an authentic audience and can help students understand the value of considering audience while writing or revising. Parents and friends outside of school often make good readers and responders for student writing.

Dear Reader,

Please read my portfolio from cover to cover and write your positive reactions and comments in the spaces provided below (if you have additional comments, please use the back). Feel free to refer to specific pieces you liked. You may want to tell me why you liked these particular selections. Please note: It is important to be *positive* in your comments so as to nurture and encourage my writing.

1. What was your favorite piece and why?
   Example: "I liked the piece about your dog. You made me fall in love with Franny and I could tell how much you enjoy being with her. You are very responsible."

2. What impressed you most about my selections?
   Example: "You were able to write about a variety of topics, and I learned a lot about you."

3. What questions do you have for me regarding my selections?
   Example: "I would like to know more about your gardening adventures. How did you plant and take care of the sunflowers?"

4. What positive surprises did you have while interacting with my portfolio?
   Example: "I liked your sense of humor. You added some "fun" comments that really made me laugh."

5. Please note any words or phrases I used that you especially liked:
   Example: "My garden reminded me of a rainbow."
   "Franny licked me like a lollipop all over my face."

_____

Reader's signature

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Vocabulary for Students: Essential Terms

Because vocabulary instruction is a very important component of every content area classroom, the following words are given as a common reference for all teachers as they incorporate writing across the curriculum.

The Writing Process in the Assessment Context:

Pre-Writing – generating, listing, and organizing ideas to use in writing a paper
Drafting – getting the writer's ideas on paper
Revising – improving the presentation of the writer's ideas
Editing – improving the mechanics and format of the writer's paper
Final Draft – the improved, corrected first draft; the last draft in the writing process
Proofread – the final polishing and cleaning up of a piece of writing before its presentation for assessment

Domains of Writing:

Content/Organization – the writer's ability to establish a controlling idea through examples, illustrations, facts, or details that are arranged in a clear order.

Controlling Idea – the writer's focus and purpose
Focus/Unity – the relationship between the writer's ideas
Supporting Ideas – relevant facts, examples, or details which support the controlling idea.
Fluency – the equal development of all ideas
Completeness – enough information to understand the writer's purpose

Style – the writer's control of language to engage the reader's interest

Audience – the reader
Tone – the general mood or emotion conveyed by the writer
Approach – the manner in which the writer elects to respond to the prompt
Transitions – words or phrases used to create a smooth flow of ideas within and across parts of the paper
Engaging/Precise Language – accurate and appropriate word choice such as technical, descriptive, or figurative language
Dialogue – conversational passage within the writer's prose

Sentence Formation – the writer's ability to form effective sentences

Functional Fragment – a phrase or clause which the writer has purposely used to create a particular effect
Subordination – the connecting of an independent clause and a dependent clause (use *because, if, after, so that*, etc.)
Coordination – the connecting of two independent clauses with a conjunction such as *and, but, or*, etc.

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Usage – the writer's ability to use Standard American English

Manipulation for effect – using the conventions of usage in a non-standard manner for emphasis

Mechanics – writer's ability to format paragraphs, punctuate within sentences, spell, and capitalize

Manipulation for effect – using conventions of mechanics in a non-standard manner for emphasis

Internal Punctuation – punctuation used within a sentence

Testing Terminology:

Prompt – MGWA writing topic

Persuasion/Opinion – writing in which the purpose is to share a writer's opinion and/or to influence people

Report/Expository – writing in which the purpose is to enhance the reader's understanding of the topic

Narrative – writing in which the purpose is to tell a story or give an account of a real or imagined event.

Prose – writing which utilizes sentences and paragraphs

Domain – one of the five areas of writing evaluated in the Georgia Middle Grades Writing Assessment

Component – a feature of writing within a particular domain

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Student Guidelines for the MGWA

Content/Organization Domain

1. My paper is on the assigned topic and makes sense.
2. My paper has a clear purpose and can be followed smoothly and easily.
3. I have included specific details related to the topic.
4. The beginning of my paper is interesting.
5. At the end, my paper feels finished and makes the reader think. My ending avoids repetition of the beginning.

Style Domain

1. I know why I'm writing and for whom I'm writing.
2. My language is specific and precise.
3. I have not repeated my words and phrases.
4. I have expressed my opinions in words that clearly indicate my personality and that are appropriate for the audience.

Sentence Formation Domain

1. My sentences include a complete subject, a complete verb, and they express complete thoughts.
2. My paper includes simple, compound, and complex sentences.
3. My paper includes declarative, imperative, interrogative, and exclamatory sentences.
4. I used periods, question marks, and exclamation points in the right places.
5. I used connecting words (ccoordinate and subordinate conjunctions) correctly.
6. I used logical word order.

Usage Domain

1. My singular and plural subjects and verbs agree.
2. I have used pronouns correctly (personal and possessive)
3. I have correctly used past and present tense.
4. I have used the correct form of commonly confused homonyms (there, they're, their; it's, its)

Mechanics Domain

1. I have used capitals correctly.
2. Almost every word is spelled correctly. There is sufficient meaning in the context of my paper to "know" any word I might have misspelled.
3. I remembered to indent each paragraph.
4. I have used internal punctuation correctly:
    - commas
    - colons
    - semi-colons
    - apostrophes

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Student Writing Checklist

Get ready to write.

- Q Read the entire topic carefully.
- Q Decide what the topic requires you to do.
- Q Think about what the people who will evaluate your paper expect.
- Q Read the topic again.
- Q Make a list of ideas or create a graphic organizer.
- Q Organize your list and eliminate the ideas that do not fit.
- Q Add to the list to make sure you can develop your main ideas.

Help your reader understand you.

- Q Clearly state the point you want to make.
- Q Use enough specific and related details to make your point.
- Q Present ideas in a clear and logical order.
- Q Move smoothly from one idea to another.

Make your paper interesting.

- Q Use descriptive, precise, and concrete words.
- Q Use simple, compound, and complex sentences.
- Q Vary your word choice.

Make your final paper easy to read and rate.

- Q Write fully-developed paragraphs.
- Q Indent each paragraph.
- Q Use connecting words correctly.
- Q Write in complete and correct sentences.
- Q Capitalize, spell, and punctuate correctly.
- Q Write or print legibly in blue or black ink.
- Q Make corrections neatly.

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Part Four: Scoring Rubrics

GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain I. CONTENT/ORGANIZATION. The writer establishes the controlling idea through examples, illustrations, facts, or details. There is evidence of a sense of order that is clear and relevant. **(Weight = 3)**

Components

- Focus
- Controlling idea
- Clear main idea(s)
- Relevant, supporting details
- Development (fluency, depth, and balance of exploration or explanation of the topic)
- Organization (discernible and appropriate order of main and supporting ideas)
- Sense of completeness

Score Point 4: The response is focused and fully developed. The writing is characterized by most or all of the following components:

- strong, clear controlling idea
- even development of beginning, middle, and end
- even development of main and supporting ideas throughout the paper
- thorough development of supporting ideas with examples and details
- appropriate, logical organization
- sense of completeness/fullness

Score Point 3: The response is focused and developed. The writing is characterized by some or all of the following components:

- clear controlling idea
- uneven development of supporting ideas
- generally relevant supporting ideas with occasional peripheral support
- supporting ideas presented with clear, logical connections
- appropriate organization
- sense of completeness

Score Point 2: The response is incomplete and has a vague, poorly developed controlling idea. The writing is characterized by some or all of the following components:

- controlling idea unclear (*or, if clear, is minimally developed*)
- multiple controlling ideas, none of which are sufficiently developed
- supporting ideas that are few, general, undeveloped, or irrelevant
- formulaic organization that overwhelms development
- sense of completeness lacking
- limited original student writing

Score Point 1: The response lacks a controlling idea or focus. The writing is characterized by **some or all** of the following components:

- lack of focus (*absence of a controlling idea*)
- little, if any, organization
- limited or unclear supporting ideas
- development limited to repetition of key words from the writing prompt
- lack of original student writing

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain II. STYLE. The writer controls language to engage the audience. **(Weight = 2)**

Components

Sense of audience (writing to be read)

Precise language (accurate, technical) or engaging language (descriptive or figurative language, dialogue)

Varied word choice

Appropriate tone for topic, audience, and purpose (energetic, honest, forceful, excited, humorous, suspenseful)

Appropriate approach to topic and purpose (original, novel, technical, academic, appeal to logic or emotions)

Transitions (smooth flow and linking of ideas within and across parts of the paper)

Score Point 4: **The response engages and sustains the audience's interest.** The writing is characterized by **most or all** of the following components:

- precise or engaging language suited to the topic and purpose
- varied word choice
- appropriate tone that is strong and sustained
- audience needs addressed for interesting presentation and complete information
- approach that supports the topic and writer's purpose
- transitions leading the reader effortlessly through the response
- clear sense of the writer's individuality/voice
- extensive original student writing

Score Point 3: **The response engages the audience.** The writing is characterized by **some or all** of the following components:

- generally precise or engaging language, with occasional lapses into functional language
- appropriate tone for audience and purpose
- approach suited to topic and writer's purpose
- generally consistent awareness of audience
- transitions linking ideas and parts of the paper
- some sense of the writer's individuality/voice
- sufficient original student writing

Score Point 2: The generic nature of the response contains little to engage the audience. The writing is characterized by **some or all** of the following components:

- little engaging, precise, or varied language
- impersonal, inconsistent, or uneven tone
- approach inconsistent with the writer's purpose
- transitions inappropriate or overused
- little awareness of audience
- little individuality/voice
- limited original student writing

Score Point 1: **The response fails to engage the audience.** The writing is characterized by **some or all** of the following components:

- lack of engaging, precise, or varied language
- flat or inappropriate tone
- lack of transitions
- no awareness of audience
- lack of individuality/voice
- lack of original student writing

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain III. SENTENCE FORMATION. The writer forms effective sentences. **(Weight = 1)**

Components
Clarity of meaning at sentence level
Complete sentences and/or functional fragments
Sentence variation (length, type, sentence beginnings, coordination, and subordination)
End punctuation

Score Point 4: **The response contains consistently clear, complete and effective sentences.** The writing is characterized by **most or all** of the following components:

- consistent clarity of meaning even in complex sentences
- correct end punctuation
- extensive variety of sentences
- variety of both subordination and coordination strategies
- repetition for effect
- extensive original student writing

Score Point 3: **The response contains a majority of clear and complete sentences, with generally correct end punctuation.** The writing is characterized by **some or all** of the following components:

- clear, effective sentences
- elements within sentences joined correctly
- variety in length and type of sentences
- generally correct end punctuation
- competence in either coordination or subordination
- occasional run-ons or ineffective sentences
- sufficient original student writing

Score Point 2:The response demonstrates minimal competence in forming complete sentences, connecting sentences, and joining the elements within sentences. The writing is characterized by **some or all** of the following components:

- mixture of effective and ineffective, clear and confused sentences
- competence in complete, simple sentences but not in sentences containing subordination and/or coordination.
- end punctuation mixed (some correct/some incorrect)
- limited original student writing

Score Point 1: **The response does not contain clear, complete sentences with appropriate end punctuation.** The writing is characterized by **some or all** of the following components:

- sentence-level meaning confused
- frequent use of fragments, run-together sentences, or run together ideas
- too few sentences to determine competence
- end punctuation missing or incorrect
- lack of original student writing

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain IV. USAGE. The writer uses standard American English. **(Weight = 1)**

Components

Subject-verb agreement

Standard noun and verb forms

Correct word forms (case, number, pronoun reference, confused word pairs, same sound/different meaning, adjective/adverb degrees)

Manipulation of the conventions of Usage for effect (dialect, idiom, nonstandard language within a quotation)

Distinction between possessive pronouns and contracted pronouns (its, it's; their, they're; your, you're)

Score Point 4: The response demonstrates a full and consistent command of Standard American English. The writing is characterized by **most or all** of the following components:

- singular and plural subject-verb agreement
- correct use of varied pronouns
- correct and complex word forms
- ability to manipulate the conventions of usage for effect
- variety of contexts and instances in all components

Score Point 3: The response demonstrates control of many of the usage components of Standard American English. The writing is characterized by **some or all** of the following components:

- subject-verb agreement
- correct noun and verb formation
- clear pronoun reference
- correct word forms
- some variety in all components

Score Point 2:The response demonstrates some grasp of usage concepts but shows repeated weaknesses in the writer's command of Standard American English. The writing is characterized by **some or all** of the following components:

- a mixture of correct and incorrect instances of components
- competence in one or two components but not in others
- limited original student writing

Score Point 1:The response does not demonstrate a sufficient grasp of Standard American English. The writing is characterized by **some or all** of the following components:

- severe and repeated errors in subject-verb agreement, noun and verb forms, word forms, pronoun reference
- usage errors that create a barrier to understanding the writer's meaning
- lack of original student writing

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GEORGIA MIDDLE GRADES WRITING ASSESSMENT
SCORING RUBRIC

Domain V. MECHANICS. The writer employs devices necessary in written standard American English. **(Weight = 1)**

Components
Internal punctuation
Spelling
Format (paragraph breaks, dialogue, margins, spacing between words)
Capitalization
Manipulation of the conventions of mechanics for effect (capitalization, repeated punctuation)

Score Point 4: **The response demonstrates a thorough understanding of capitalization, internal punctuation, format, and spelling.** The writing is characterized by **most or all** of the following components:

- components demonstrated in a wide variety of instances and contexts
- occasional proofreading errors or flaws
- extensive original student writing
- manipulation of Mechanics for effect

Score Point 3: The response demonstrates a sufficient understanding of capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- limited number of errors in one or more components that are not severe enough to interfere with meaning
- correct instances in each component present but not extensive
- components not demonstrated in a wide variety of contexts
- sufficient original student writing

Score Point 2:The response contains a mixture of correct and incorrect instances of capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- component used correctly in some contexts but not in others
- competence in one or two components but not in others
- limited original student writing

Score Point 1:The response contains numerous errors in capitalization, internal punctuation, format, and spelling. The writing is characterized by **some or all** of the following components:

- meaning obscured by severity and frequency of errors
- lack of original student writing

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Student Responses That Cannot Be Scored

In order to be scored, papers must meet the criteria contained in the scoring rubrics for the five domains. The following types of responses cannot be scored in any domain:

Blank: nothing written in the test booklet.

Non English: written in a language other than English.

Illegible: words and letters cannot be discerned.

Incomprehensible: although letters and words can be detected, they are not arranged in a meaningful order.

Copied/Not original writing: response was copied from test directions, another student, or some other source.

Nonprose: poetry, rap, or song lyrics.

Off-Topic: not written in response to assigned writing prompt (includes practiced paper on topic from previous test administration).

Nonparticipation: refusal to take part in the writing assessment.

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Rubric for Rating Middle School Writing

(developed by Nancy Lyle, Gwinnett County Public Schools)

Level	Content/Organization	Style	Sentence Formation	Usage & Mechanics
4	**Focused and fully developed** strong, clear controlling idea even development of beginning, middle, end even development of main and supporting details appropriate, logical organization sense of completeness/fullness	**Engages and sustains the reader's interest** precise or engaging language varied word choice appropriate tone that is strong and sustained transitions lead the reader effortlessly through the writing clear sense of writer's individuality/voice	**Contains consistently clear, complete and effective sentences** extensive sentence variety (length, type, sentence beginnings, coordination and subordination) repetition (if used) is for effect correct end punctuation	**Demonstrates a consistent command of Standard American English** occasional proofreading errors or flaws manipulates mechanics for effect
3	**Focused and developed** clear controlling idea uneven development of supporting ideas generally relevant supporting ideas appropriate organization sense of completeness	**Engages the reader** generally precise or engaging language appropriate tone for audience and purpose transitions linking ideas and parts of of the paper some sense of writer's voice/individuality	**Contains a majority of clear and complete sentences** variety in length and type of sentences occasional run-ons or ineffective sentences generally correct end punctuation	**Demonstrates control of many components of Standard American English** limited errors which are not severe enough to interfere with meaning
2	**Incomplete with vague, poorly developed controlling idea** controlling idea minimally developed or unclear supporting ideas that are few, general, underdeveloped or irrelevant sense of completeness lacking	**Contains little to engage reader** language is simple and ordinary, not engaging tone may be impersonal, inconsistent, or uneven transitions inappropriate or over used little individuality/voice	**Demonstrates minimal competence in forming sentences** competence in complete, simple sentences but not with complex or compound sentences mixture of effective and ineffective, clear and confused sentences end punctuation mixed	**Demonstrates some grasp of Standard American English** mixture of correct and incorrect elements
1	**Lacks a controlling idea or focus** little, if any, organization limited or unclear supporting idea development limited to repetition of key words from the writing prompt	**Fails to engage the reader** language is repetitive or simple flat tone lack of transitions lack of individuality/voice	**Does not contain clear, complete sentences** frequent use of fragments or run-ons too few sentences to determine competence end punctuation missing or incomplete	**Does not demonstrate sufficient grasp of Standard American English** errors interfere with understanding errors are repeated and severe

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Part Five: Student Writing Samples

Student Paper Annotations and Teaching Tips

Introduction

This section of the Assessment and Instructional Guide for the MGWA includes sample student papers, annotations explaining the scores, and teaching tips. The papers are arranged by type of writing: Reality-based stories (RS), Reports (R), Imaginative Stories (IS) and Opinions (O). The scores and annotations are sequenced by domain: Content/Organization (C/O), Style (S), Sentence Formation (SF), Usage (U), and Mechanics (M). Teaching tips for improving student writing are included where appropriate. Papers are identified by the sequence number. The scores and explanations follow each paper. Because each score point represents a continuum, plus signs (+) are occasionally used to indicate scores at the higher end of the continuum, and minus signs (-) are used to indicate scores at the lower end of the continuum. Pluses and minuses do not affect the total raw score or the scale score. Split scores in a domain (e.g.2/3) indicate that the paper has qualities of more than one score point. If one rater gave a paper a 2 in one domain (C/O for example), and rater two gave the same paper a 3 in that domain, both scores would be used in determining the student's raw score. (See weighting information on page 10 for an explanation of how raw scores are calculated.)

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I made a car out of wood It all started when I was about ten. I got mad at my mom because she made me go to the store. Me and my friend was walking down the road we saw some wood and knife it. Some time later I came back and took it home. I stared working on it and got some wheels off some old bike and sled part then I went to a paint store and got some paint.

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Reality Based Story - Paper 1

C/O: 1

- lack of focus (controlling idea is not established)
- little organization (beginnings of a chronological plan)
- limited supporting ideas (getting mad at mom, going for a walk, finding some wood, starting work)
- lack of original student writing (brevity of the response to the task)

Teaching tip: Although there is no set length that guarantees a good score on the MGWA, extremely brief papers rarely achieve minimal competence in any domain. One paragraph responses rarely offer enough evidence to demonstrate the writer's abilities. This writer does have a grasp of the component of organization. Practice with prewriting webs may help the writer generate more relevant ideas before he begins writing.

S: 1

- lack of engaging language ("I got mad at my mom because she made me go to the store")
- flat tone ("I made a car out of wood")
- no awareness of audience (no attempts to control language to engage audience)
- lack of voice (writer does not express attitudes or motivation)
- lack of original student writing

SF: 1

- lacks clear sentences with appropriate end punctuation
- frequent run-ons
- too few sentences to determine competence
- missing end punctuation
- lack of original student writing

U: 1

- does not demonstrate a minimal grasp of standard American English
- lack of original student writing (lacks enough instances of each component to demonstrate minimal competence)
- errors not severe enough to interfere with meaning ("Me and my friend") but this strength is overwhelmed by weaknesses and lack of evidence

M: 1

- lack of original student writing (lacks enough instances of each component to demonstrate minimal competence)
- lack of internal punctuation
- errors in spelling ("wase," "kute")
- limited demonstration in format and capitalization

Teaching Tip: Even if there were no errors in this paper, the brevity of the response would prevent the writer from demonstrating minimal competence in any domain. Errors are certainly considered in the domains of Sentence Formation, Usage, and Mechanics, but raters are trained to look for what the student has demonstrated. Obviously, a longer paper gives a student an opportunity to demonstrate more instances of correct sentence formation, usage, and mechanics in a variety of contexts.

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FORM NUMBER	
⓪	⓪
●	●
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

Invention

My Invention when I maked a pig fly. It was a fat pig to. It was a fun invention Know no have every did some think like this.

How I maked it fly. I had my dog and a tree. I get the pig in the tree and kit it out of it. So it fly and die.

When I did it. It was a long time ago. I was a little boy It was in the summit time. It was 5:00

Why I maked it fly know on heve every did something like this. It will be sun. I wont to be the fist boy to maked a pig fly.

How did it make me sill like a man. ~~when I told some boys that go to my school tha~~ To make a pig fly. But Tre pig is dit.

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Reality Based Story - Paper 2

C/O: 1/2

- minimally developed controlling idea (Making a flying pig)
- general, undeveloped supporting ideas (kicking it out of a tree, when it happened, how the writer felt)
- sense of completeness lacking
- limited original student writing

Teaching Tip: This writer needs to work on organizing ideas more effectively. The supporting ideas are not arranged in a meaningful order. The writer begins chronologically but halfway through the paper switches to "When I did it," "Why I maked it," and "How did it make me fill?" These ideas should have been incorporated into the introduction or body of the story. Practice writing an informal outline can often make the transition from a jot list to a first draft smoother.

S: 1

- lack of engaging, precise, or varied language ("It was in the summer it time. It was 5:00")
- inappropriate transitions ("How I maked it fly." "When I did it." "Why I maked it fly")
- flat tone (especially considering the potential for a humorous tone)
- no awareness of audience

SF: 1

- frequent fragments ("How I maked it fly." "So it fly and die." "To make a pig fly." "But The pig is die.")
- confused sentence-level meaning
- incorrect end punctuation ("How did it make me fill. like a man.")
- too few correct sentences to demonstrate minimal competence

U: 1

- incorrect noun and verb forms ("I maked it fly," "the pig is die")
- incorrect word forms ("to" instead of "too," "know" instead of "no")
- subjects and verbs do not agree ("it fly," "know no have every did somethink like this")
- incorrect verb tense ("I get the pig in the tree")

Teaching Tip: Subject-verb agreement is the most emphasized component of Usage. Every sentence requires the student to use subjects and verbs that agree. In this paper, the student uses the wrong form of the word "too." While this is a usage error, it impacts the student's score far less than the repeated subject-verb agreement errors. In terms of the MGWA, consistently correct subject-verb agreement will improve a student's Usage score more than the elimination of one or two commonly confused word mistakes. The ultimate goal, of course, is to write without either type of error.

M: 1+

- some spelling errors ("kit"); simple words spelled correctly
- because there are so many incorrect word forms, there are not enough instances of correct spelling to demonstrate minimal competence
- inconsistent capitalization ("My Invention," "But The pig is die.")
- no internal punctuation (missing commas and apostrophes)
- paragraph format is generally correct
- because there are so many incorrect word forms, there are not enough instances of correct spelling to demonstrate minimal competence

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RS - 3

FORM NUMBER ○ 01 ○ 02 ○ 03 ● 04 ○ 05

This morning when I woke up, I ~~saw~~ saw that I had left my Stero on. So I got up and cut it off. After I took my bath and ate breakfast my cousin came over to play the game. Later that morning around 11 o'clock. My mother gave me $20 for Cleaning up the yard. Then my cousin Said "test! Let's goto the game Store and rent Some games. Yeah," I Said. When we got there we look around for a game CD. We Saw one that went to a Computer, Stero an another game. But the one we was looking for had black on one Side and Clear On the Other Side.

So my cousin went looking around For some one, when he found Some body he asked them to come over and Show us the right CD that goes to my game. Because they all looked alike, the computer CD is round and thick. Stero is round and thin, and the game CD's is round and wider than all of them. When I found the right CD, I started to look for the games that we wanted to play.

My Cousin had two games, and I had one. when we got up to the Front to pay for them, my Sister came in and asked me did ~~he~~ I have Five dollars. She could have Toast Some candy With. So I gave it to her. The total price for the three tapes was $4.95. I gave her $5. And I got back $0.05. I kept that just in case I need Something.

I had up to three days to play them before I bring them back. All-day Sat.-Sunday we played the.

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game. That Monday we had to go to school and take a test. After fourth period, I went to my technology teacher and ask him what's the difference between a computer CD and a game CD? He said, that a computer CD hold more information and it have more work on it than a game CD. It take a good bit of time to make a computer CD, than a game CD.

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Reality Based Story - Paper 3

C/O: 2+
- minimally developed controlling idea (the time we rented some game CD's from the store)
- some irrelevant information included (his sister needing to borrow money for candy, how much change he got, getting up in the morning)
- appropriate chronological organization
- Sense of completeness lacking (the reader never learns anything about the games chosen and rented.)

S: 2-
- little engaging language ("Stero is round and thin, and the game CD's is rounder and wider than all of them.")
- impersonal tone (no mention of enjoyment)
- little awareness of audience (writer presents the facts only, no opinions or feelings)
- little sense of the writer's individuality

Teaching Tip: The writer demonstrates very little control of language or understanding of audience. It is difficult for the reader to tell what the writer wants to communicate in this narrative about the event because the tone is flat. Was this a good time, a bad time, or the only invention related example he could remember? When a topic does not lend itself to physical descriptions, often the best course for the writer to choose is to describe his/her reactions to the events: e.g. Was it frustrating not to know which of the cd's in the store were game cd's?

SF: 2-
- mixture of correct and incorrect instances
- frequent use of sentence fragments ("Later that morning around 11 o'clock." "Because they all looked alike.")
- some correct use of subordination ("When we got up to the front to pay for them my sister came up and asked me did I have five dollars she could have?")

Teaching Tip: Beginning a sentence with "And," "But," or "Because" usually results in a sentence fragment and indicates that students do not understand coordination. Students may occasionally begin a sentence with a coordinating conjunction for effect but must also demonstrate traditional forms of coordination elsewhere in the paper to receive a score of 3 or higher in this domain. Remind students to scan their papers for how they begin sentences when editing Sentence Formation.

U: 2
- a mixture of correct and incorrect instances of the components
- frequent subject-verb agreement errors ("we was looking," "game CD'S is," "three tapes was," "it have more work on it")
- errors in tense ("we look around," "I went to my technology teacher and ask him," "before I bring them back.")
- some incorrect word forms ("their" for "there")
- some incorrect pronouns ("when he found somebody he asked them to come over...")

M: 2-
- contains a mixture of correct and incorrect instances of the four components
- some spelling errors of simple words ("stero," "Al-day," "tak")
- some paragraphs formatted and indented but the final paragraph break should fall at "That Monday."
- capitalization is correct
- apostrophes are used correctly
- quotation marks used incorrectly

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RS - 4

"The Phone" FORM NUMBER ○ 01 ○ 02 ○ 03 ● 04 ○ 05

When I entered the sixth grade I discovered the glory of a telephone. I had found a new way to communicate friends. The device that never fails. When I did find out how great it was, it became attached to my face. I could never get off. I stayed on the phone for hours with my friends. We would make plans for the weekend, copy eachother's home work, tell secrets, talk about the latest fashion, gossip! It was a lot of fun. That is until my sisters decided they want to try it out too. My twin sisters and I would race down the driveway after school to get the phone. I'd get it most of the time and when I didn't I'd make up some excuse for it. One day my sister, Sarah and I got in a big arguement over it. We both got grounded for two weeks. My mom made it harder on me because I'm older and should know bette After that, I asked and begged for my own line. I explained that my sisters wouldn't fight so much if she got me one. Of course, the answer was no. I guess in return, I'd get my parents back by making 3-way calls, long distance, and star Sixty nine. To see who had called.

Boy was I wrong! I ended up spending over a hundred dollars and paying every cent back. Plus, just to add on to my punishment my parents gave out phone times. Each of us would have two hours on the phone everyday except for weekends. Now, I have learned my lesson and I don't talk on the phone as much anymore. I had wasted my breath and money for having been so greedy, and mean.

The End

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Reality Based Story - Paper 4

C/O: 3

- clear controlling idea (When I couldn't use the phone like I wanted, I rebelled and learned a valuable lesson)
- uneven development of supporting ideas (introduction is more fully developed than the middle or the end)
- generally relevant supporting ideas (descriptions of phone habits, conflict with siblings, parents' decisions)
- appropriate chronological organization
- sense of completeness (it is clear how the experience changed the writer)

S: 3

- generally engaging language ("When I did find out how great it was, it became attached to my face," "When I entered sixth grade I discovered the glory of a telephone")
- generally consistent awareness of audience
- transitions linking ideas
- some sense of the writer's voice (she explains her reactions to the events of the story)

Teaching Tip: Although there is some engaging language, the writer misses many opportunities to engage the reader by telling instead of showing. The argument with the sister and the mother could have been told in dialogue (which would add greater detail in C/O). Young writers need to read widely to understand when dialogue is the most appropriate way to communicate an idea as opposed to simply telling about a conversation.

SF: 3

- majority of clear, complete sentences
- demonstrates both coordination and subordination ("Id get it most of the time and when I didn't I'd make up some exuse for it." "When I entered the sixth grade I discovered the glory of a telephone.")
- end punctuation is correct
- sufficient original student writing

U: 3

- demonstrates control of the components of Standard American English
- subjects and verbs agree
- nouns and verbs are formed correctly
- pronouns are clear
- some variety in all components but not extensive

M: 3

- demonstrates a sufficient understanding of most components of Mechanics (except format)
- spelling is correct (except "arguement,""sixtey")
- commas are used correctly in some contexts but not others
- capitalization is correct
- paragraphs are not indented

Teaching Tip: This student demonstrates generally correct spelling, capitalization, and internal punctuation, but formatting is virtually nonexistent. Breaking up the paper into distinct paragraphs and indenting the first line in a new paragraph would show the writer knows how to signal the reader that a new idea is coming and would demonstrate a more thorough understanding of mechanics. (Note: Failure to indent paragraphs should not be confused with a lack of organization; although this paper lacks paragraph indentations, the ideas are presented in an appropriate chronological order. The writer is not penalized in C/O for the lack of paragraph formatting.)

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An invention that I was invald in and could stand that I told my cousin yes to was when she thought she invented shampoo.

It was a Saturday morning when my mom took me to my cousins house. Her name was Shonda and she was 11 and was 10. Shonda this thing for making stuff, well every seens she saw something on TV about making 10,000 from an invention. She thought that she should try to make something to help the people dirt hair. I could say no, so I helped her stuff like mood, bubbles, soap and rock candy. I didn't know why she used mood or rock candy, but she was ready to put it together. She put it in the grinder for about 4 min so all of it could get mixed up. When she saw the bubbles she was the happiest person in the world, but their was a little problem she need someone to test it on seen I was the only one their, beside herself. She tired it on me.

The next day we went back over their she wanted to make a shampoo that smelled like a rose, and fruit. So we ended up finding again mood, bubbles, soap, rock candy, a rose, stewberries, cherries

and a pineapple. I thought she was going to use them one at a time but she didn't she use every last item in the grinder. It took about 9min to grind up. It had bubbles alright and a nasty looking threw up color once again she tested on my hair, I didn't like the way it felt when it touch my hair. But she was happy that she invented something that looked nasty but smelled sweety.

When my mom came out of the house from talking to my aunt sissy, She almost lost her mind from the sight of my blush-red hair. After my mom washed my hair 20 million time the food coloring that she put in it an never told me, came out until this day I would never let her try another invention on me again.

The purpose of this paper was to tell you to never trust a 10 year old kid with any wild imagination and never every every use a shampoo with mood or food coloring in it.

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Reality Based Story - Paper 5

C/O: 3

- clear controlling idea (My cousin tried to invent shampoo but colored my hair instead)
- relevant supporting ideas (mixing the ingredients, trying it on a person, mixing a different shampoo, the effects of the shampoo)
- appropriate organization (chronological)
- uneven development of supporting ideas (mixing the ingredients of the shampoos is developed more fully than the effects)
- some peripheral information (the concluding paragraph is unnecessary; in a story, the writer does not need to state, "the purpose of this paper was to. . .")

S: 2

- little engaging, precise, or varied language ("we went back over their," "she was happy," "the purpose of this paper was to tell you")
- inconsistent tone: sometimes the tone is humorous (the mother's reaction to the writer's blueish red hair) but most of the time it is matter-of-fact
- transitions, when used, are simple ("The next day, When my mom came out, After)
- little awareness of audience (the use of humor indicates some awareness of audience, but it is not sustained)

Teaching Tip: The writer is beginning to demonstrate awareness of audience, but tends to tell rather than show the humorous events of the story. She attempts to describe her feelings, her cousin's feelings and her mother's reaction at seeing her new hair color, but description is incomplete and word choice is not engaging. Vocabulary building exercises could help the writer choose more precise words than "nasty looking threw up color." Using dialogue or foreshadowing would also have been appropriate ways to make the events more engaging for the reader.

SF: 1

- sentence level meaning confused ("Shonda this thing for making stuff, well every seen's she saw something on TV about making 10,000 dollars from an invention.")
- frequent fragments ("So we end up finding again mood, bubbles, soap, rock candy, as rose, strawberies, cherries, and a pineapple.") and run-ons (When she saw the bubbles she was happiest person in the world, but their was a little problem she need someone to test it on seen I was the only one their, beside herself. she tried it on me.)
- missing end punctuation ("I thought she was going to use one at a time but she didn't she use every last item in the grinder.")

U: 1

- some missing tense markers ("she use," "when it touch my hair")
- incorrect word forms ("every seen's" "never every" "I could say no" "over their")
- some pronouns are unclear (After my mom washed my hair. . .the food coloring that she put in it. . .")
- incorrect possessive nouns ("the people dirt hair")

M: 2

- correct simple spelling combined with several spelling errors ("invold, "strawberies," "imagnasion," "anut," "blueish")
- some internal punctuation errors (some commas are used correctly, but many are omitted or used incorrectly)
- generally correct format
- capitalization is correct but limited

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"Invent America"

When I was in 3rd grade there was a program every year that was called "Invent America." My teacher, Mrs. Atwood, told us that everyone has to participate. I was not a very outgoing person at the time so I thought oh, great I have to do a project I don't even want to do.

When I got home I told my parents what I had to do. My mother told me I should start thinking of what I was going to do before it get too late. I told my mom that I could not think of anything and that it was a dumb project

The next morning I woke up freezing cold because I had kicked all the covers off of me in my sleep. I had a problem with that every morning before my dad would go to work, he would cover me up and by the time I woke up the covers were off again. At that moment I get an idea for my invention.

It was Saturday and I told my mom I wanted to invent something to keep my blankets on me. My mom and I came up with an idea. What if we made a sheet that was like a big pillow case except for the bed. It was

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a great idea I loved it. So I started to get to work. I had to make a small model of it to take to school. So I found a small doll bed and the doll that went with it. Then my mother sewed two peices of fabric together to make the sheet for the bed. After she had made the sheet I sliped it on the bed and put the doll in it. My mother had also made a little pillow. It had turned out exactly like it was supposed to.

So when the turn in day came around I brought it to school in a little red shoe box. I was so excited. Then it was time to share. When it was my turn I proudly got up and explained my invention to the class. After everyone had shared Mrs. Atwood picked the 10 best and mine was one of them. Then the students get to pick 3 of the 10 and again mine was one of them. I was so nervous I wanted mine to be the best one, but it was not choosen. I was still proud of it though and I still am to this day and will never forget my Invent America Invention.

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Reality Based Story - Paper 6

C/O: 4

- strong, clear controlling idea (When I invented a sheet that wouldn't fall off the bed, I solved a personal problem and nearly won a contest)
- even development of beginning (coming up with the idea). middle (designing the model), and end (the contest at school)
- thorough development of supporting ideas with examples and details ("After she had made the sheet, I sliped it on the bed and put the doll in it. My mother had also made a little pillow.")
- tight chronological organization; the writer knew what to leave out
- sense of completeness/fullness

S: 3

- generally engaging language ("I proudly got up and explained my invention") with lapses into functional language ("I told my parents what I had to do.")
- appropriate tone (At first the writer thought "Invent America" was dumb, but once she had an idea, her enthusiasm became apparent)
- transitions link parts of the paper ("When I got home," "The next morning," "After")
- awareness of audience

Teaching Tip: Often the difference between a score of "3" and "4" in Style is the sustained use of engaging word choice. This writer lapses from effective language into common functional descriptions. In practice, timed-writings, the writer should reread for each domain, once to generate specific details and once to add more descriptive language. (This is not always possible in the assessment context, but practice increases the likelihood that detail and description will occur in the first draft.) Dialogue would have been appropriate to describe the conversation with the writer's mother.

SF: 3

- majority of clear complete sentences
- occasional fragments and run-ons ("It was a great idea I loved it. So I started to get to work." "I was so nervous I wanted mine to be the best one, but it was not choosen.")
- correct end punctuation).
- variety in length and type of sentences
- some instances of correct coordination or subordination

U: 3

- subjects and verbs agree
- correct forms of nouns and verbs (except "choosen")
- generally correct word forms
- generally clear pronoun reference
- little variety of subjects and verbs ("I" is used as the subject in many sentences)

M: 3

- correct spelling (except "sliped")
- correct format
- little internal punctuation (missing commas after introductory clauses)
- correct capitalization
- lacks a variety of instances and contexts

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FORM NUMBER	
1	3
0	0
●	1
2	2
3	●
4	4
5	5
6	6
7	7
8	8
9	9

I wish one day, there was a time machine. The first cotton gin was built in the 1800s. Every invention has been used years ago. scientists had done a great job when they finished their inventions. Scientists made their inventions years ago. The first computer was built in the 1900s.

Inventions had been out a long, long time. Every year, Doctors made inventions to help people with surgery, their eyesight, and their disease. Black people made inventions like the iron board, the washing machine, and other inventions. Scientists made a great money, when they finished their inventions. They were great inventions. One inventor made the light bulb, another inventor made the telephone. If they didn't made the telephone, we will never contact nobody. Most of the scientists were patented for their great work.

One day, one inventor will make a time machine to go back in time when the dinosaurs first came, or the Civil War and other places to go. One guy made the basketball and that's why we play basketball right now. A black man made the first signal lights. If they weren't anything when they built their inventions, we would never had them.

Every inventor made great money with their inventions. When Henry Ford made the first automobile. If he didn't made cars, we walked to school or walk home school.

I would like to say thanks to the inventors who made these things and thank you for these incredible things!

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Report - Paper 1

C/O: 1

- lack of focus (the writer comments on a different invention in each sentence: time machine, cotton gin, computer, ironing board, light bulb, basketball, automobile)
- little organization (ideas are not presented in a logical order)
- writer lists inventions without elaboration

Teaching Tip: Most students need help in understanding the difference between listing ideas and developing them. Brainstorming writing ideas together as a class can give needed practice in generating relevant and sufficient supporting ideas. Categorizing the types of ideas from general to specific reminds students to include specific details in their papers.

S: 1

- lack of engaging or varied language ("One guy made the basketball," "They were great inventions" "If they weren't anything when they built their inventions, we would never had them.")
- lack of transitions ("I wish one day, there was a time machine. The first cotton gin was built in the 1800s.")
- flat tone
- the last sentence is the only instance of audience awareness or individuality

SF: 3-

- majority of clear, complete sentences
- generally correct end punctuation
- some instances of correct subordination ("If they didn't made the telephone, we will never contact nobody.")
- occasional fragments ("When Henry Ford made the first automobile.") and run-ons ("One inventor made the light bulb, another inventor made the telephone.")

U: 2

- most subjects and verbs agree
- incorrect verb forms ("he didn't made cars," "we would never had them,"
- some incorrect word forms ("we will never contact nobody," "
- unclear pronoun reference ("A black man made the first signal lights. If *they* weren't anything when *they* built *their* inventions, we would never had them.")

M: 3-

- generally correct spelling
- incorrect formatting of paragraphs (no indentations)
- generally correct capitalization (except "Doctors")
- limited instances of internal punctuation

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Naidays there is no telling about which invention they are going to come out with next. There is alot of things that have been invented which have not got all the credit that they have desirved. Many discoveries have taken place that have changed the way that we look at the world. There are still lots of things that are sitting out in the world just waiting to be invented. The 1900's have been the century for inventions.

There is so many inventions that did not get enough credit it's a shame, like the tooth brush. Thats a everyday item that gets used at least 2 times a day if they are normal. Plastic there is plastic forks, knives, plates, and spoons. You can use them and recycle them, and you will save money and time. You also will not have to wash those every night. Some inventions that are revolutionary did not get enough credit.

In the 1900's there have been so many discoveries. First the spaceship went into space. Second the spacaship that landed on the moon. Third a spaceship pathfinder went and took pictures of Mars surface. The invention of the automobile was also a big invention. Nao car sales are very high, and they can be made at cheap price. Television came in the middle 1950's it changed the way of life so much, now theres cable, satilite, and video game to hook up to the ordinary television.

There are a uncountable amount of things on earth that have not yet been invented. One discovery

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is how the Egyptians built the pyrimaids, and they are one of the seven wonders of the world. A inventor they are working on is car windows that have a tinting device that darkens or lightens the window tint. These are a few of the many inventions that they are working on.

Many inventions in life got looked over by alot of people that see and even use the certain items every day. In the 21'st century sceintist may discover some new Egyptian tombs that will explain how they built the pyrimaids. There may be more UFO's that are sighted and aleins that have been sighted. The main point of my report is to inform you that every invention has not been invented.

The End

Report - Paper 2

C/O: 2

- vague, poorly developed controlling idea (The 1900's have been the century of inventions)
- numerous supporting ideas that are general and listed rather than developed (toothbrushes, plastic, spaceships, televisions, video games, tinted windows)
- sense of completeness lacking (insufficient information provided to the reader to understand the writer's purpose)
- sufficient original student writing

*Teaching Tip: This writer has tried to cover too much history in his report resulting in a scattered, undeveloped list. The MGWA prompt suggests focusing on **one** aspect of the topic to prevent young writers from making this mistake. Writers are not penalized for reporting on more than one real or imagined invention, but the more information included, the more difficult it becomes to maintain the controlling idea.*

S: 2

- little engaging language ("You will not have to wash those every night".)
- distant tone ("The main point of my report is to inform you that every invention has not been invented.")
- transitions link ideas within the paper
- some awareness of audience
- little sense of the writer's individuality

SF: 3

- majority of clear and complete sentences
- elements within sentences joined correctly
- some variety in length and type of sentences
- generally correct end punctuation
- competence in subordination and coordination ("New cars sales are very high and they can be made at a cheap price.")

U: 2

- demonstrates a minimal grasp of components of Usage with a lack of variety in all components
- most subjects and verbs agree (except "there is so many inventions," "there is a lot")
- some errors in verb formation ("have not got")
- some mistakes forming plurals ("sceintist," "at cheap price")
- incorrect word forms ("a everyday item," "a uncountable amount")

Teaching Tip: Reading papers aloud to a partner can help students "hear" Usage errors that they don't "see", during editing. Although reading aloud is not possible during the MGWA, practice and feedback in the classroom improve student editing skills.

M: 3

- demonstrates a sufficient understanding of the components of Mechanics
- correct instances in each component but not extensive
- generally correct spelling (except "pyrimaids," "aleins," "satilite," "sceintist")
- correct capitalization ("Mars, Egyptians")
- generally correct internal punctuation (commas in a series are correct, some missing commas and apostrophes)
- correct format

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Have you ever tried to ride double? Well, If you have you will realize its not that easy or comfortable But, I have a idea for comfortable double riding. It's called the two seater saddle. Just think, you could ride with a friend and both of you could be comfortable. Wanna know more? Well, I'm going to tell you how to use and make a double seater saddle.

The way to use a two-seater saddle is first, you get a horse. Then you get two saddle pads and a saddle blanket. Now, place the two saddle pads on the horses back. And put the saddle blanket over it. Then you put the saddle on, then, adjust the stirrups. The front rider gets on. and then the back rider gets on. And your off.

The way to make a two-seater saddle is a little complicated. First, you take a english or Wester saddle (which ever you perfer) Then, you add another saddle on to it with a piece of leather. These will be

manufactured and sold for about six-hundred dollars.

This is a great invention for riders with younger children. It hardly has any maintence. I hope this invention becomes fact one day.

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Report - Paper 3

C/O: 2/3
- clear controlling idea (how to use and make a double saddle)
- limited supporting ideas (how to make a two seater saddle, how to ride a two seater saddle)
- generally relevant supporting ideas
- appropriate organization
- sense of completeness (although the reader understands the writer's assertions, there is not enough specific detail to provide a sense of completeness)
- paper has qualities of C/O 2 and C/O 3

S: 2
- little engaging language ("The way to use a two seater saddle is first, you get a horse.")
- inconsistent tone (sometimes personal, then impersonal)
- little use of transitions
- some awareness of audience (use of rhetorical question)
- little sense of the writer's voice

Teaching Tip: The writer missed many opportunities to use descriptive or precise language, both of which are appropriate in a report on the MGWA. "It's not that easy or comfortable" may be clear to someone who has ridden horseback, but not to a non-rider. The writer does not demonstrate any enthusiasm for the topic in the description. It is not necessary for a report to contain personal reactions, but in lieu of precise horseback riding saddle terminology, some personal reaction to the idea would be more appropriate than "I hope this invention becomes fact one day."

SF: 3-
- majority of sentences are complete
- coordination is demonstrated (Now place the two saddle pads on the horses back, and put the saddle blanket over it.")
- correct end punctuation
- several sentences begin with "but" or "then"
- limited original student writing (the handwriting makes the paper appear more substantial than it really is)

U: 3-
- demonstrates control of many of the components of Usage
- subjects and verbs agree
- pronoun reference is clear
- standard noun and verb forms
- correct word forms (except "your" for "you're")
- little variety in the components

Teaching Tip: Commonly confused words (such as "your" and "you're") are evaluated in Usage on the MGWA. Much written practice is necessary to help students correctly use easily confused words "its, it's, to, too, there, their, and they're." As a game/learning activity, a teacher can give students flash cards with one of these words on each card. The teacher then reads a sentence that requires one of those words. The students are asked to hold up the correct word to fill in the blank..

M: 3-
- demonstrates a sufficient understanding of the four components
- paragraphs are formatted
- spelling is correct (except "doubble,""maintnance")
- capitalization is correct (except "english" or "western")
- internal punctuation is mixed (many commas are incorrect)

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The invention of "gravity".

There once was a man named Issac Newton. One hot and summer day he decided to stop and take a nap. He found him a good resting spot under a big apple tree. Before he had dozed off to sleep, the wind started blowing. The next thing ~~Issac~~ Issac knew, an apple had fell and hit him straight on the head. At that time something had hit him again and he thought about it. He was ~~thing~~ thinking "gravity".

Once he had came up with that invention, he wasn't sleepy anymore. So, he got up and started taking trips all over the world just to tell people about his invention of gravity. He was so excited that he even told the President about his idea. Everyone liked his idea of gravity. Everyone also thought that gravity was one of the best inventions ever.

People all over the ~~test~~ world was pleased with gravity. They thought that if it wasn't for Issac Newton and his invention of gravity, everything in and on the Earth would be floating, even the human beings (Peoples). Once Issac had heard that everyone liked the invention of gravity, he felt like "god". Issac had became very famous for his invention.

When the scientists that studies the Earth had found out about gravity, they then started studying gravity. Even the scientists liked the invention. They thought that gravity was one of the ~~great~~ greatest thing they had ever studied. They also thought that it was a good idea. Issac Newton was known all over the world for his invention of gravity.

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Report - Paper 4

C/O: 3
- clear controlling idea (How Issac Newton invented gravity)
- generally relevant supporting ideas (the apple, the discovery, the world reaction, scientific breakthrough)
- clear connections between supporting ideas
- appropriate chronological organization
- sense of completeness (there is enough information provided to the reader)

Teaching tip: The accuracy of the facts reported in this response are not evaluated; gravity is not strictly an "invention" but for MGWA purposes, it is. This report has a narrative chronological organization which is often easier for middle school writers to develop than a traditional report format. In preparing students for the MGWA, it may be helpful for them to know that they can invent and embellish the facts they know to provide enough development for a sense of completeness.

S: 2+
- little engaging language ("Once he had come up with that invention, he wasn't sleepy anymore.")
- appropriate tone for a report
- transitions link parts of the paper
- little awareness of audience
- little sense of the writer's voice (it is not clear to the reader if the writer is engaged by this information)

SF: 3
- majority of clear complete sentences
- end punctuation correct
- competence in coordination or subordination
- occasional ineffective sentences
- some variety in length and type of sentence

U: 2
- mixture of correct and incorrect instances
- subjects and verbs agree (except "apple had fell," "he had came up with,""people was pleased,""scientists that studies")
- clear pronoun reference (except "he found him")
- correct word forms (except "one of the greatest thing")
- standard noun and verb forms

M: 3+
- demonstrates competence in many of the four components
- spelling is correct
- paragraphs are formatted
- correct internal punctuation (several commas used correctly after introductory clauses)
- capitalization is correct (except "god") but simple

Teaching Tip: This student demonstrates competence in all 4 components of Mechanics. Internal punctuation is particularly strong. Lack of variety and complexity in the other components keeps the paper in the high 3 range. Another paragraph with correct and varied instances of spelling, internal punctuation, and capitalization would have resulted in a higher score.

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The airplane is an incredible invention, perhaps it's the greatest. The airplane provides us with the fastest way of transportation. But who takes the credit for this marvelous wonder.

Many people have tried flying back as late as the 1800's possibly even earlier than that. Drawings and sketches of a type of flying machine were left behind ~~o~~ by Leonardo DaVinchi. But the first actual successful flight was back on, I think, December 3, 1908 by Oriville and Wilbur Wright. These two brothers had built the first successful glyder and engine powered plane. Oriville and Wilbur had ran many tests and trials before they had succeeded perfectly in their calculations. Oriville and Wilbur had figured, ~~it right shaped and modeled~~ modeled, and shaped on of the finest pieces of history on the face of the Earth, that would later become on of the ~~World's greatest~~ world's greatest uses. ~~with updated technology~~ technology ~~and better trained engineers~~. You see, Oriville and Wilbur had a destiny to fly like a bird, to soar like an eagle, to grasp the wind and let it carry them as far as the eye can see. Flying is like a sense of freedom, and these two brothers wanted that freedom. All it took was a little bit of brains and a whole lot of will power for them to achieve that at Devil's Hill, Nags Head, North Carolina. IF you believe it, you can achieve it, and the Wright brothers believe it.

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and they achieved it.

To me flying is like a breath taking journey. To be able to look out ~~of a plane window~~ the window of a plane and see the clouds from above and gaze at the scenery that God has created is ~~spectacular;~~ a spectacular feeling. Oriville and Wilbur have created something that will be with us for many centuries with more and more research and updated technology. As Neil Armstrong once said while standing on the moon, "That's one small step for man, but one giant leap for mankind." The Wright brothers have created a masterpiece.

Report - Paper 5

C/O: 3

- clear controlling idea (how the first airplane was developed by the Wright Brothers)
- generally relevant supporting ideas (Leonardo da Vinci, test flights, implications of flight)
- uneven development of supporting ideas
- sense of completeness (sufficient information provided to the reader)

Teaching Tip: This paper is a combination of report and opinion. The writer intersperses the facts he knows about the history of flying with his enthusiasm for the freedom and excitement of flight. The writer is not penalized on the MGWA for combining different types of writing in a single paper, even if he announces that he will be doing a specific type of writing. This is not an assessment of a middle grader's ability to classify writing types. The writer handles the organization effectively.

S: 3-

- attempts engaging language via the use of cliches ("had a destiny to fly like a bird, to soar like an eagle..."); while cliched, the writer's enthusiasm comes through
- figurative language combined with functional language
- appropriate tone (wonder)
- consistent awareness of audience
- some sense of the writer's individuality
- sufficient original student writing

SF: 3

- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination ("All it took was a little bit of brain and a whole lot of will power for them to achieve that at Devil's Hill, Nags Head, North Carolina.")
- elements within sentences joined correctly
- occasional ineffective sentences begin with "but"

Teaching Tip: Often, students who can correctly use the coordinating conjunctions "and" and "or" still have difficulty with "but" and "so." This may be because "but" and "so" are often used to begin sentences in conversation. Work with students to help them understand that the rules of conversation differ from the rules of standard American English that is evaluated on the MGWA.

U: 3

- demonstrates control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb formation
- correct word forms
- some variety in all components but not extensive

M: 3

- sufficient understanding of components of Mechanics
- correct instances are varied but not extensive
- incorrect formatting (long second paragraph is ineffective)
- generally correct spelling
- correct capitalization
- some variety of internal punctuation

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If asked about the invention of the skateboard, some people would say it shouldn't have been invented. Or some would say they didn't care. The newer generation, however, has become tolerant and more accepting towards the skateboard.

The skateboard came rolling out in the late sixties and early seventies. Every once in a while, you might see a skateboarder make his way down the street swerving back and forth. Since skateboarding wasn't really known about, most people didn't mind when one past them.

During that time period, skateboards were heavy and had large wheels. So the tricks and other things they did were limited to the ground. For instance, you might walk down a sidewalk and see someone bank off a steep driveway or you may see someone making their way down the middle of a street swerving in and out of cones that had been set up. Occasionally, somebody would build a ramp to get off the ground. However, air tricks were rarely thought of.

Presently, the boards have become lighter, narrower, and the wheels have gotten smaller. Now, people with skateboards are always in the air doing big tricks. Walking down sidewalks today, you would see people sliding down rails, grinding curbs, and ollieing, or jumping, over fire hydrants. The original tricks have been perfected and added on to. The ramps have been recreated to allow people to be able to do bigger, better tricks.

The major difference in the skateboards of then and now is the weight. Older boards are much heavier and don't let people get nearly as much air. The wheels have been made slimmer and smaller in diameter for more mobility and speed. The trucks, what connects the wheels to the board, are now made of aluminum instead of steel. But they still have just as much quality. Instead of just standing on a piece of wood, griptape has been added to, so the

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skater can have better footing. Pictures and designs have also been added to add more character to the skateboard.

From past to present, skateboards have come a long way. For years young people have enjoyed this wonderful, fun invention. It helps keep kids out of trouble by giving them something to do. The skateboard has been one of the best recreational objects yet.

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Report - Paper 6

C/O: 4

- strong clear controlling idea (How skateboards have changed over the years.)
- even development of beginning, middle, and end
- thorough development of supporting ideas (early skateboards, current skateboards, comparison)
- appropriate chronological organization
- sense of fullness (the many specific details help an uninformed reader learn about the construction and uses of skateboards)

S: 4

- precise language suited to the topic (precise descriptions of appearances and uses of skateboards)
- varied word choice
- appropriate scientific tone
- sustained audience awareness (specific sport-related terms are explained to the reader)
- effective transitions
- clear sense of the writer's voice (we learn that the writer is an enthusiast himself)

Teaching Tip: The descriptions in this paper are good examples of precise language, that is, terminology specific to the sport of skateboarding: ollieing, grinding curbs, grip tape. The writer also explains the scientific and aerodynamic changes to skateboards in the last thirty years. These descriptions are an element of both content/organization and style. Both address audience needs for information.

SF: 4

- consistently clear, complete, and effective sentences
- correct end punctuation
- variety of both coordination and subordination strategies ("Instead of just standing on a piece of wood, grip tape has been added so the skater can have better footing.")
- extensive variety of sentences

U: 4

- demonstrates a full command of Standard American English
- singular and plural subject verb agreement
- correct use of varied pronouns
- correct and complex word forms
- variety of contexts and instances

M: 4

- demonstrates a thorough understanding of the four components
- spelling is correct (except "ocassionally")
- internal punctuation is correct and varied (commas in appositives, after independent clauses)
- paragraphs are formatted correctly
- capitalization is correct

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When I invention Ivy crew it was something important to me because I have nere make anything like Ivy crew I did not knew what to do about Ivy crew. So I though that I will just name it after a car so I did. you might have though was funny because you have not Sent an car name Ivy crew in your life but I like what I invention something no one would have though of people may thing I am crazy but I am not for make and Ivy crew car when you thing about it you may say now that I have sent a Ivy crew car I like it and I just might get me one. So one day I was walk along the sidewalk Someone ask me did I invention the Ivy crew car and I Said yes I did than She Said that is Something I have neve though there would be and Ivy Crew car than I Said you know what I am going to let you test out one of my Ivy crew car you will be the first to see hould it run. She said ok so me and her we get into the black one She told me that was the best looking one thier was I Said thank you than I Said that I was going to let her keep the car you know why because she was my mother and I love her.

The End?

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Imaginative Story - Paper 1

C/O: 1

- a controlling idea is not established (it is clear that the writer invented an Ivy Crew car but the other components of C/O are lacking)
- no organization (ideas could be rearranged in almost any order without affecting meaning)
- unclear supporting ideas (until the last third, the entire paper is difficult to understand)

Teaching Tip: Although the writer has ideas relevant to the topic, they are not organized logically. The first part of the paper is a random collection of ideas about the invention. The second part of the paper does describe a conversation with the mother about an Ivy Crew car but a controlling idea is not established. Prewriting an outline would help this writer organize the story of his invention.

S: 1

- lack of engaging language ("When I invention Ivy Crew it was something important to me because I have never make anything like Ivy Crew I did not know what to do about Ivy Crew.")
- flat tone (the writer shows no enthusiasm for his invention)
- little awareness of audience (the writer does attempt to add dialogue to engage the reader)
- lack of individuality/voice (the reader learns little about the writer except that he loves his mother)

SF: 1

- sentence-level meaning confused
- writer does not know where to begin and end sentences

U: 1

- severe and repeated errors in all components of Usage
- incorrect verb forms ("When I invention Ivy Crew," "I though," "you have not sent an car," "people may thing," "might get me one," "I was walk along")
- usage errors create a barrier to understanding the writer's ideas

M: 1

- severe and repeated errors in all components of Mechanics
- paragraphs are not formatted
- lack of internal punctuation
- too few sentences to determine competence in capitalization
- many spelling errors ("neve," "thing," "though," "hould")

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He Sleeps in the day and hunts in the night. Who is he? is he a wolf or is he a vampire? Nobody knows who he is or what he is. But at 12:00, you can hear noises that will keep you up a night. you will be afraid to go to sleep. If you go to sleep you may be bitten. you do not want to be bitten. He hunts for your blood. IS he what you think he is? Is hee vampire? nobody knows Do you not yet but I Do know what will kill hem. It is a new technology It is a light it is. As ~~powerful~~ powerful as the sun it will kill hem if it Don't he is not a vampire if we shoot hem what a silver Bullet and he dies then he is a where wolf. But a where wolf do's not hunt for blood. Iso he is a vampire. It is time he will be ~~where~~ her in a ~~what~~ magnet we will kill hem there he is he is a vampire the light now. III. I will be back. I'll be back in your Dream's.

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Imaginative Story - Paper 2

C/O: 1

- lack of focus (the paper is apparently about a new technological item that will kill monsters, but no controlling idea is established)
- little organization (no apparent plan unifying writer's ideas)
- unclear supporting ideas (it is difficult to tell who is speaking in dialogue)
- the writer's speculations as to the nature of the monster are listed rather than developed

Teaching Tip: The writer needs to read his story aloud to a peer or teacher to understand which parts of his story are unclear and hard for the audience to follow. It is not possible to tell if this is a conversation between two people or a monologue. Although a topic is clear, the purpose is not, and a controlling idea is not established.

S: 1

- lack of engaging language
- lack of transitions obscure the writer's purpose
- no awareness of audience (unsuccessful attempt to engage the reader through dialogue)
- some sense of the writer's voice (the writer's repeated opinion is clear to the audience, but not because of his/her control of language)

SF: 1

- frequent fragments ("But a where wolf do's not hunt for blood.") and run-on sentences ("It is time he will be her in a menet we will kill hem there he is he is a vampire the light now.")
- missing end punctuation
- confused sentence level meaning
- too few correct sentences to demonstrate minimal competence

U: 1

- severe and repeated errors in most components of Usage
- errors in subject-verb agreement ("if it Don't")
- incorrect verb forms ("do's not")
- unclear pronoun reference ("He hunts for your blood")
- incorrect word forms ("shoot hem what a Silver Bullet," "keep you un a night")

M: 1

- paragraphs are not formatted correctly
- several spelling errors ("hem," "menet," "pawerfl")
- incorrect capitalization (many words are unnecessarily capitalized; the first word in a sentence is not capitalized on several occasions)
- lack of internal punctuation (many missing commas; the only apostrophe in the paper is used incorrectly)
- dialogue is not punctuated

Teaching Tip: The writer's meaning is obscured by the lack of internal punctuation, particularly quotation marks. Is the writer addressing questions to the audience or to a companion hunting the monster? In this paper, errors in Mechanics prevent the reader from determining the writer's purpose and organizational plan. Students need to be reminded to use quotation marks in dialogue and to identify the speaker.

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An invention that I imagined one time in my adolescence life time was actually in a dream. It was a while back when I had this dream, so about three years ago when I was eleven years old, I could still remember it. It was about this amazing bike, a bike that can fly high in the air and go kind of fast.

Since I have always wanted a racing bike when I was young I dreamed about this bike. The bike was shaped like a smooth-pointed jet, had rocket jets or something on each side so it can go fast, had a ~~ste~~ radio and TV on it and was operated By my command. In my dream I went over to a friend's house and showed it off. We went for a fun ride around the city, everyone was checking us out as I told the bike to turn the radio to 92.3 the beat full blast and turn on some cartoons, we had real fun On it. But sooner or later we would have to go back home, we did. I took Lawrence (the friend) home, dropped him off and I went home myself. The bike had a soft and easy landing, no time later the dream was over, it was fun while it lasted.

I woke up the next day bragging about the unique dream to everybody. Every now and then I think about the dream that is how it became my

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My topic. Who knows maybe some day, somehow somebody will ~~ever~~ invent a bike like the one in my dream, it might be me or you.

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Imaginative Story - Paper 3

C/O: 2+

- minimally developed controlling idea (The time I dreamed about a flying bike.)
- some supporting ideas are undeveloped (the introduction and conclusion are strong but the body is summarized as "we went for a fun ride around the city".)
- chronological organization is appropriate
- sense of completeness is lacking (the reader needs more details about the dream ride)

Teaching tip: The writer tells but does not show the reader about the ride on the magic bike. Lack of detail is often the difference between a score of "2" and "3" in C/O. More details could be included about showing off the bike to his friends, the view of the city from the sky, and how they were able to watch cartoons.

S: 2+

- a mixture of engaging language ("I woke up the next day bragging about the unique dream to everybody.") and functional language ("we had real fun on it")
- uneven tone (moves from enthusiastic to somewhat flat)
- transitions appropriate
- some audience awareness (writer tries to describe what the bike looks like and how the radio sounded)
- some sense of the writer's voice (the writer mentions bragging about his unique dream and how he still remembers the fun of the dream ride)

SF: 2-

- a mixture of correct and incorrect sentences
- several run-on sentences ("The bike had a soft and easy landing, no time later the dream was over, it was fun while it lasted.)
- end punctuation correct
- does not demonstrate competence in coordination or subordination

U: 3-

- demonstrates control of many of the components of Usage
- subjects and verbs agree
- pronoun reference is correct
- standard forms of nouns and verbs are used (except "adolescence life time")
- some variety in components

M: 3-

- demonstrates a sufficient understanding of the four components
- some paragraphs are formatted correctly (the description of the ride itself should be a new paragraph)
- spelling is correct
- capitalization is correct
- commas are used correctly in a variety of contexts

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⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

One day in late summer a girl named Whosit, saw an ad in the newspaper for an auto-dresser. So she thought to her self, "I think I'll buy that auto dresser, cause I've been to lazy to get out of these old ragged pajamas." Then she went to the store and bought an auto dresser. When she got it home. She tryed to put it together without reading the instructions first. Well, she finally got it ~~together~~ put together, but there was one ~~thing~~ thing wrong with it. It put her clothes on backwards. Whosit ~~could~~ couldn't figure out what was wrong with the auto-dresser. So, she just straightened her clothes out after she was dressed.

Then a month later, she tripped on the instructions while coming up the stairs. She looked at the instructions a while and finally figured out what was wrong. She put the Whatsit in the front and the Howsit in the back. After figuring out what was wrong, she got her tools and disassembled the auto-dresser and put the Whatsit and the Howsit where they belong. Then she tried it again. It worked, she thought to her self. Then she said, "And I thought I had to take it back to the store, when all I had to do was read the instructions." After Whosit fixed it, her and the automatic dresser ~~lived~~ lived happily ever after.

Imaginative Story - Paper 4

C/O: 2/3

- clear controlling idea (How the auto-dresser went from not working to fixed)
- uneven development of supporting ideas (the beginning and ending are more well developed than the body of the response, and there is an information gap - what happened during the month before the auto-dresser was fixed)
- generally relevant supporting ideas (buying the invention, trying to assemble it, malfunctions, finally fixing the invention)
- appropriate chronological organization
- sense of completeness lacking (the writer does not provide many specific details in the story)

Teaching Tip: The paper lacks the specific details that would provide a sense of completeness. The writer could have described how she figured out what was wrong with the construction, what a whatsit and howsit looked like, and how the dresser actually reached around arms, legs, head, etc. Reading to a peer or audience can help the writer understand how much information the reader needs to understand and enjoy a story.

S: 3-

- generally engaging language ("She put the Whatsit in the front and the Howsit in the back.")
- appropriate humorous tone
- generally consistent awareness of audience (the writer provides humorous descriptions for the reader's entertainment)
- transitions link parts of the paper
- some sense of the writer's voice (sense of humor)

SF: 3

- majority of clear, correct sentences
- variety in length and type of sentences
- correct end punctuation
- competence in subordination
- some sentences begin with coordinators and subordinators (and, so, then)

Teaching Tip: In this brief paper, the writer demonstrates both simple coordination and subordination, but the writer has not yet learned to use the coordinating conjunction "so." Remind students to eliminate "and," "but," and "so" from the beginnings of sentences when they are editing.

U: 3

- demonstrates control of many components of Usage
- subjects and verbs agree
- clear pronoun reference
- correct word forms (except "her and the automatic dresser lived happily ever after")
- some variety of contexts

M: 3-

- demonstrates a sufficient understanding of the four components
- two paragraphs are formatted
- spelling is correct
- commas are used correctly in different contexts; quotation marks used correctly
- capitalization is correct

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FORM NUMBER 01 02 03 04 05

"Hi, my name is Ryan Wilson, I'm a local boy who was just out having fun when the cyber police pulled up and arrested me for J walking!" "I've never heard of any thing so stupid in my whole life!" "They gave me a two year Sentence in jail just for J walking! The jury was nothing but robots that were probably programed to say guilty no matter what."

"They put me in electracuffs, you know the kind of handcuffs that shock you if you struggle, I was crowed into a tiny metal box with another prisoner, a Sixty year old lady who was charged for using the wrong Coupon for a box of cereal!" "They expect every one to be perfect with no mistakes, just like the robots."

"It all started in the year of 2001 when the new president, Henry Osborn, promised the World a Safer life by replacing Cops with Cyber police, robots with built in radars to track Criminals." "Well it worked, and all the criminals were taken away to prison, but, that was not enough, because then the president wanted all crimes to stop including Small ones like Speeding, running a red light, and J walking." "Then he had an even better idea, Why not replace all human jobs with machines, I mean the less people working means less people in town which means less crimes!" "So now all the people could do was farm and Some people didn't even have any land!"

"In the year 2003 the president was assassinated by a farmer who had gone crazy."

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"Now we have a new president and what a shocker it's a robot!"

"Technology has ruined our lives and I can only pray for a better future."

Imaginative Story - Paper 5

C/O: 3

- clear controlling idea (Inventions and technology can have negative consequences.)
- uneven development of supporting ideas (the introduction and body are better developed than the ending)
- generally relevant supporting ideas (getting arrested, need to be perfect, punishment for all crimes, large and small, president replaced by a robot)
- appropriate organization
- sense of completeness (there is enough information for the reader to understand the writer's position that technology is out of control.)

Teaching Tip: A characteristic of most "3's" in C/O is the uneven development of supporting ideas. This paper starts strong but ends weakly. The writer could have included more details about the old president's assassination and the new president's term of office. *See page 44 for tips on writing effective conclusions.*

S: 3

- generally engaging language ("I was cramed into a tiny metal box with another prisoner, a sixty year old lady who was charged for using the wrong coupon for a box of cereal!")
- appropriate humorous tone
- generally consistent awareness of audience (the writer is constantly attempting to make the reader laugh)
- some sense of the writer's voice (the writer's attitude toward the topic is clear to the reader)

SF: 2+

- mixture of clear, complete sentences and ineffective sentences
- variety in length and type of sentences
- correct end punctuation
- frequent run-together sentences ("Then he had an even better idea, why not replace all human jobs with machines.") in a relatively short paper
- some competence in subordination

U: 3

- demonstrates control of many of the components of Standard American English
- subjects and verbs agree
- clear pronoun reference
- correct word forms
- some variety in all components

M: 3

- demonstrates sufficient understanding of the four components of Mechanics
- paragraphs are formatted correctly
- spelling is correct (except "cramed," "asassinated")
- capitalization is correct
- internal punctuation is correct (commas are used correctly in several contexts; quotation marks are not necessary but not incorrect)

Teaching Tip: The writer unnecessarily puts every sentence in the paper in quotation marks. Although this error does not interfere with meaning once the reader realizes what the writer is doing, it does affect the writer's score in this domain.

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My name is Chris Thomas and I went to tell you about dream that I had. It was about a invention that helped everyone out with the things they wanted, but not the things the need. The invention is called the Dream Machine.

The Dream Machine is a very large it was many diffrent colors with real ~~prettt~~ pretty lights on it. (It kind of looked like a rainbow with lights on it). It had a very bright light on the inside. It had many designs like circles, spirals, curls, twists, dots, and figure eights all over it. ~~It had a~~ It had a big red door about 7 ½ ft. tall, and it had all these big red tubes about 2 ft wide running everywhere. Some tubes ran thrugh the ground, to the clean lake and to many other natural resarces.

The Dream Machine worked by people coming to the open feild where it was and saying Dream Machine give me... (what ever the person wants), then it will appear right before their eyes, but knowing how it got there and where it came from. They really didn't care as long as they had what they wanted.

The Dream Machine bettered everyones life in many ways for people who didn't have transportation (they got it) for people who wanted bigger houses (they got them, too). Everything Everyone Everyone wanted the had it they didn't have nothing to worry about.

The Dream Machine had many effects over the people, because they got everything they wanted but not everything they needed. The Dream Machine used up all of their natural

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resources like, water, tree, and rocks. They wanted more of everything, but didn't have enough supplies. All of their water was polluted trees were damaged they wanted to much and wasn't thinking about what the need.

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Imaginative Story - Paper 6

C/O: 3

- clear controlling idea (How the dream machine granted peoples' wishes but not their needs)
- generally relevant supporting ideas (what the machine looked like, how it operated, some problems that developed as the result of peoples wishes)
- uneven development (the ending seemed rushed and listy)
- supporting ideas presented with clear connections (some foreshadowing of later events)
- appropriate chronological organization

S: 3

- generally engaging language ("They really didn't care as long as they had what they wanted.")
- appropriate tone (there is a tone of suspense because the writer does not express the attitude of great enthusiasm for the invention)
- generally consistent awareness of audience (the writer uses parenthetical asides to the reader: "(they got them too")
- some sense of the writer's voice (the writer has obviously thought about the possibility that giving everyone everything they ever wanted could have some drawbacks.)

Teaching Tip: The writer uses engaging language until the rather undramatic climax/finale of the story. In the final paragraph, there is no descriptive language, dialogue, asides to the reader, or any of the techniques used in the earlier parts of the story. A famous quotation, reflection, or moral would have been effective.

SF: 2

- a mixture of correct and incorrect sentences
- correct end punctuation
- variety in length and type of sentence
- competence in subordination ("The Dream Machine had many effects over the people, because they got everything they wanted but not everything they needed.")
- frequent run-ons ("The Dream Machine was very large it was many different colors with real pretty lights on it.")

Teaching Tip: The writer does not demonstrate more than minimal competence in forming complete sentences. Many short, simple sentences beginning with "it" are fused together. The writer needs practice in sentence combining techniques. An effective editing checklist for this writer should provide specific cues for combining short sentences to form longer, more effective sentences

U: 3

- demonstrates control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb formation (except then it <u>will</u> appear," "they didn't have nothing," "to" for "too", "they wasn't thinking")
- clear pronoun reference
- some variety in all components

M: 3

- demonstrates a sufficient understanding of the four components
- paragraphs are formatted correctly
- spelling is correct (except "diffrent," "feild,")
- many commas and apostrophes used correctly
- capitalization is correct but simple

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FORM NUMBER	
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The Flip-Flop

Once in a far off distant land there was a poor inventor by the name of Cal Dobke. He would invent all kinds of gidjets and gadjets but no one would buy them. One night Cal stayed up extra late to work on a new invention. He fell asleep working on it and buy morning it was already finished.

First he did a test. He found a cat, set it on a tree stump, and turned on his invention. A blue-green shot out and hit the cat. The cat was not a cat anymore it was a dog. You see, this invention was no ordinary invention. This invention did one thing and one thing only, it made something the opisite of what that thing was. Say you was the ugliest maid in the village then the invention would turn you into the most beautifulest maid in the ~~the~~ village.

Cal's brother Isac said that this invention is dangerous and the world is not ready for something like this. But Cal refused to listen to his brother.

When Cal first told the village people about his invention they laughed and called him crazy and looney. He demostroted his invention and when the town's people saw it they could not believe there eyes. In ~~first~~ one week Cal went from a poor inventer to a rich one. In fact he was the richest man in the village.

Two weeks later Cal had so much money he could not even count it all. People from everywhere came

to see Cal do wonders on his invention. One day even the king and queen came to see him.

One night while Cal was counting all the money he made, Isac showed up. Cal welcomed him in, sat him down, and got him a drink. Isac still pleaded and begged that Cal gets rid of the invention. But Cal refused so Isac grabed the invention turned it on and shot his brother with it. Cal turned back into a poor man his big house turned back into a one room shack. The Isac draped the invention in front of the mirror and the blue-green ray shot at the mirror and the invention disapeared. To this day the invention is still gone, lost forever.

The End

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Imaginative Story - Paper 7

C/O: 4-
- strong, clear controlling idea (How Cal Drake invented the Flip-Flop machine)
- even development of beginning, middle, and end
- even development of supporting ideas (cat testing, Isac's warning, the demonstration, getting rich, Isac destroys the Flip-Flop)
- appropriate chronological organization
- sense of completeness (the reader may wish the writer had included more details about the demonstrations of the invention)

Teaching Tip: Even a "4" level paper can be improved. This story does have some small holes: How did he complete the invention overnight if he was sleeping? This flaw does not outweigh all the strengths of the paper, but it might have been caught if the writer had reread with a checklist of questions for Content/Organization. Young writers can use revision checklists until these skills have become internalized and automatic.

S: 4-
- generally engaging language ("To this day the invention is still gone, lost forever.")
- varied word choice
- appropriate tone that is strong and sustained
- consistent awareness of audience/addresses the reader ("Say you was . . .")
- transitions lead the reader through the response
- clear sense of the writer's individuality
- although this paper is not flashy, the writer's control of language is solid and sustained

SF: 3
- majority of sentences are clear and complete
- variety in length and type of sentences
- correct end punctuation
- demonstrates competence in coordination and subordination
- occasional run-ons ("The cat was not a cat anymore, it was a dog." "This invention did one thing and one thing only, it made something the opposite of what that thing was.")
- several sentences begin with "but"

U: 4
- demonstrates a full and consistent command of Standard American English
- singular and plural subject and verb agreement
- correct use of varied pronouns
- correct and complex word forms (except "there" for "their")
- components used in a variety of contexts

M: 3
- demonstrates a sufficient understanding of the four components of Mechanics
- paragraphs are formatted correctly
- spelling is correct (except "opisite," "looney," "inventer,""grabed")
- capitalization is correct including proper names
- some apostrophes are correct but many commas are missing

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FORM NUMBER ○ 01 ○ 02 ○ 03 ● 04 ○ 05

My father, Gary Carroll, sells computers. Before he started to sell them, however, he learned how to fix them. He was a very good troubleshooter, and he had a job that took full advantage of that fact. My father's job was to travel to large corporations who were buying computers from his company, and fix any problems they were having. One interesting trip involved a huge system that had been bought from my father's company. The system would not operate, and the best engineers were stumped. My dad was sent to fix the problem.

When my dad had flown to the computer's site, he immediately was taken to see the computer. It covered an entire wall, and had lights and buttons all over its face. The lights did not change, and any buttons they tried did not respond. The single screen in the middle of the computer bank stayed blank. My dad looked through the insides of the computer himself. There were doors along the computer that opened up into a dense mass of electrical wires and silicon chips. The computers back then needed a lot of cooling air so fans blew air through the metal box. My father checked all the connections he could find, hoping a bug had become wedged between two critical electrical plugs, preventing contact. He found nothing of the kind. Besides a fair amount of dust, there was nothing he could find wrong with it. He closed all the doors, then turned the computer off. He waited [and] enough for its memory to clear, then turned it on. There was a brief flicker of lights, and then nothing. The

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hard
~~Hard~~ drive did not spin up, and without the drive nothing could happen. My father knew the drive was not faulty, an order of this size would be checked with a lot of care before being shipped. My father was at a loss to understand what was wrong, and the company boss was scheduled to check on the computer. It was weeks overdue to work, and he would be very upset if his multi-hundred thousand dollar machine was not working. My father could hear the boss coming when he absently fiddled with the contrast knob on the computers screen. Surprisingly, text sprang into view! The contrast was turned down too far for them to see the question "Start? (y/n)". My father pressed "y" and the screen cleared as the hard drive spun up. Just then, the boss entered the room. My father could feel the vibrations of the drive through the metal of the computer, when it suddenly stopped. In four seconds, the memory would finish loading and the computer would turn on. How would he explain such a mistake to the boss? My father came up with an idea. He placed his hands on the computer and shouted "Heal!" The computer sprang to life. In a flashing of lights, and the people there regarded my father as a magician.

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Imaginative Story - Paper 8

C/O: 4

- strong, clear controlling idea (The day my father pretends to heal an expensive computer)
- even development of beginning, middle, and end
- thorough development of supporting ideas with examples and details about the examination of the computer
- appropriate logical organization
- sense of fullness (reader thoroughly understands the father's predicament)

S: 4

- varied word choice (descriptions of computer system)
- precise language suited to the topic and purpose ("The computer sprang to like in a sparkling of lights, and the people there regarded my father as a magician.")
- strong, sustained tone of humor and mystery
- strong awareness of audience (creating a mystery problem and solution and letting the audience in on it)
- transitions lead the reader through the response
- clear sense of the writer's voice (appreciation of the humor of the situation)
- extensive original student writing

SF: 4

- consistently clear, complete, and effective sentences
- variety in length and type of sentences
- variety of coordination and subordination strategies ("The computers back then needed a lot of cooling air, so fans blew air through the metal box")
- extensive original student writing
- one fused sentence ("My father knew the drive was not faulty, an order of this size would be checked with a lot of care before being shipped.")

U: 4

- demonstrates a full and consistent command of all of the components of Usage
- singular and plural subject and verb agreement
- correct use of varied pronouns
- correct and complex word forms

M: 4

- demonstrates a thorough understanding of most of the components of Mechanics
- spelling is correct
- capitalization is correct
- internal punctuation is correct in a variety of contexts
- paragraphs one and two formatted correctly but the remainder of the paper is one long paragraph; this single flaw does not outweigh all the strengths demonstrated

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FORM NUMBER	
1	4

Algebra

I have come to the conclusion that whoever invented Algebra was not in their right mind. They may have been on drugs, sick, or taking medication. If they were in their right mind, they must have been extremely smart. Either that, or they despised kids and wanted to torture them.

Some people would read this and say that Algebra is not an invention, but it is. It took a lot of brains to think up, and a lot of brains to perform. Algebra is an invention to me, ~~and~~ although I consider it stupid. The fact that it is difficult to perform lets me know that whoever invented it put a lot of thought and effort into their work, and I commend them for this! (Although I still believe he/she was sick and hated kids!)

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Opinion - Paper 1

C/O: 1+

- a controlling idea is not established (although the writer's opinion is clear to the reader, little more than the writer's position has been established.)
- organization is logical
- limited supporting ideas (the writer does not develop any of his assertions)
- lack of original student writing (brevity)

Teaching Tip: This paper appears fuller than it really is because the writer demonstrates more competence in Style than in Content/Organization. The paper could be developed by explaining what had happened in Algebra classes that caused the writer to feel this way. Little more than a position has been established. In a conference, the teacher should ask this writer about his purpose to help him generate and focus his ideas.

S: 2

- some engaging language ("Either that or they despised kids and wanted to torture them.") but not enough to grant more than minimal competence - it is clear to the reader that the writer has potential
- appropriate tone (the writer does create a humorous tone in these two paragraphs)
- awareness of audience (the writer intentionally chooses words to try to make the audience laugh)
- some sense of the writer's voice (the writer's attitude is clear to the reader)
- limited original student writing (what's here is good but there is not enough of it)

SF: 2

- limited original student writing
- both coordination and subordination are demonstrated
- there are not enough instances of correct sentences to grant more than minimal competence

U: 2

- subjects and verbs agree
- use of pronouns is mixed (whoever...their)
- although there are few errors, there are not enough instances of the components to grant more than minimal competence
- limited original student writing

M: 2

- attempts to format paragraphs
- spelling is correct
- capitalization is correct
- commas are used correctly after introductory clauses and in a series
- although there are few errors, there are not enough instances of the components to grant more than minimal competence

Teaching Tip: A long paper does not guarantee a high score, but a brief paper makes it difficult to demonstrate enough to earn more than a 2 in any domain. Had this student sustained the same level of competence for another paragraph or two, he or she would likely receive at least a 3 in Sentence Formation, Usage, and Mechanics. On the MGWA, we evaluate what is written in the test booklet, not the potential of the writer.

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My opinion about an invention is great because we would not have TV, lights, automobiles, silverware, toothbrushes or phones. And much more. That is why I think my opinion is great. I have to go and look at people's inventions because I like to see what people come up with.

But my other ~~ex~~ opinion about an invention is crazy because some people would not like to have these crazy ~~inventin~~ inventions like having them new cars that are coming out and alot of stuff. I like to see what they have an look at it. but I would not want one of it.

I think some inventions that they came out with along time ago where stuiped because you could not use them ~~something~~ sometimes. I like some of the inventions that they came out with now, because you can do more with them then you could in the early years.

I like inventions because with out them there would not be anything here today. In my opinion they need to come up with a invention to have a homework machine an a accident-~~free~~ automobile and they need to come up with a machine ~~tha~~ that cooks for you. They need to come up with some more inventions.

That is my opinion about the inventions we had in the ~~earl~~ early years and now.

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Opinion - Paper 2

C/O: 1

- poorly developed controlling idea (it is an acceptable variation to discuss inventions in general, but this writer does little more than say some are good, some are not)
- little organization (sentences could be rearranged without affecting the writer's meaning)
- limited and unclear supporting ideas (what and why were former inventions "stuiped" or current inventions more useful?)

Teaching Tip: It is especially important in persuasive writing to use specific details to support the position taken. This writer does not know how to choose information to persuade the reader. A more effective strategy would be to focus on one type of invention that the writer is familiar with and develop the advantages and disadvantages. Persuasive writing does not have a "built in" chronological organization; the organization of this paper is comparison-contrast but lacks the specifics to make it effective.

S: 1

- lack of engaging language ("I like inventions because without them there would not be anything here today.")
- flat tone (the writer does not control language well enough to create tone)
- little use of transitions
- no awareness of audience (this writer is beginning to express his ideas but does not yet know how to engage the audience.)

SF: 3-

- majority of clear, complete sentences
- some variety in length and type
- correct end punctuation
- demonstrates competence in subordination ("I like inventions because without them there would not be anything here today.")
- sufficient original student writing

U: 2+

- word form errors ("like having them new cars")
- most subjects and verbs agree
- nouns and verbs are formed correctly
- limited variety in all components
- limited original student writing

Teaching Tip: This student uses "I" as the subject in the majority of sentences. "I think" and "I like" are used repeatedly. Occasionally using a subject other than "I" would not only provide variety in terms of subjects and verbs, it would also improve the flow of the paper and result in varied sentence beginnings (which is evaluated in the Sentence Formation domain).

M: 2+

- few errors in any component but forms are simple
- spelling is correct
- paragraphs are formatted
- capitalization is correct
- commas are used correctly in a series

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FORM NUMBER	
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Today I am going to express my opinion about an Invention. The invention that I am going to write about is guns.

Guns are helpfull and harmfull. The ways they are helpfull are for finding food, and in some cases pertection.

In todays life guns are not only for finding food or for pertection, but they are played with and used for killing. There are many other ways they are used for that they are not made for.

What I am trying to say is that the invention of the gun can be used in many ways. For good of for bad. I think whoever invented the gun had a good Idea, but did not think of what can happen when this invention gets in the wrong hands.

Guns play a big part in vilence today MANY people are getting killed by this invention. The way I feel about guns are, if you don't need it don't have it. I don't think that guns are ment for everybody. Everybody can not have guns because everybody makes mistakes.

I have wrote about guns & how they

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are. helpfull, harmfull, how they are used, what part they play in todays life, & my opinion on who should have one. I hope what I said has made you think about guns to.

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Opinion - Paper 3

C/O: 2

- minimally developed controlling idea (Guns can be helpful or harmful)
- supporting ideas are few, general, and undeveloped (finding food, protection, killing, people shouldn't have them)
- formulaic organization that overwhelms development (the writer announces what he is going to do, and what he has done in the conclusion: there is more repetition than development)
- sense of completeness lacking (there is not enough information provided in the form of specific details)
- limited original student writing (handwriting causes the paper to appear more substantial than it really is)

Teaching Tip: Writing by formula often results in more repetition than true development of ideas. In this example, the same information is repeated in the opening, body, and conclusion. The writer cannot be granted more than minimal competence in this domain. Formulas can be an effective starting point for prewriting, but a true outline without repetition or paraphrasing is more effective. It is not necessary to explicitly state a thesis in any of the four types of writing assessed by the MGWA.

S: 2

- little engaging or varied language ("Today I am going to express my opinion about an invention.")
- uneven tone
- some attempts to use transitions ("What I am trying to say is" and "In today's life guns are not only used for finding food...")
- little awareness of audience ("I hope what I said made you think about guns to.")
- limited original student writing (brevity)

Teaching Tip: It is not necessary for the writer to state what he or she plans to do (or has done) in the course of the paper. For example, this student writes, "Today I am going to express my opinion about. . ." "What I am trying to say is. . ." "I have wrote about. . ." "I hope what I said has made you. . .". These statements do not advance the writer's position; they are simply filler phrases that indicate a lack of awareness of the writing task.

SF: 3-

- clear, complete sentences
- some variety in length and type
- correct end punctuation
- competence in subordination ("I think whoever invented the gun had a good idea, but did not think of what can happen when this invention gets in the wrong hands.")
- limited original student writing

U: 2+

- most subjects and verbs agree (except "The way I feel about guns are..." and "I have wrote...") but are simple
- pronouns are correct
- correct word forms
- lack of variety keeps this paper in the minimal range

Teaching Tip: Repeating the same information in the opening, body, and conclusion not only results in a minimally developed response, it also prevents the writer from demonstrating correct instances of Usage in a variety of contexts.

M: 2

- most paragraphs formatted correctly
- little internal punctuation
- capitalization is correct (except "Invention")
- many spelling errors ("pertection," "vilence," "ment," "harmfull")
- competence is mixed

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Don't you hate it when your daughter or son goes out with friends and doesn't leave a not or anything to inform their parents about where their going or when they will be back? I know my parents do. That's why we got our mom a pager. It's helpful, accesable, and it was really easy to find. Now, not only will my parents know where we are but as well as when we will be home or if we need to be picked up.

Some people feel that pagers are only for delinquents or slackers, but really pagers are helpful in everyday life. Supose someones child got sick at school and they could not contact their parents at home so they had to page them. That would be much more convenient than making the child stay at school and suffer. Teens will often go off with their friends leaving parents worried and concerned. If that parent or teen had a pager they could call and let the other know where they were and when they were back. This way both people have an accesable way of contacting one another.

Pagers are very easy to carry around. Most people you see probably are wearing them. They have a little clip that clips on to your pants, and when you hear it or feel it going off you turn it off. Many people can find pagers in any kind of store

Pagers can be found in propbably any store. They come in all different shapes and sizes. They have

big ones, little ones, they have rectangles and squares and many more. They can come in just about any color you want, whether it be red, green, blue, yellow, or black their sure to have it. Prices of pagers vary depending on the type of pager. If it is just a common page is could run around $50.00 to $75.00. If it is one of the more advanced pagers it could run around $100.00

Helpful, accesable, and easy to find, would be nothing else but a pager. Personally, I feel that pagers are very useful in peoples everyday life. I hope that I have inspired those of you who do not have a pager but do have kids. You can't ever be to precautious with the people you love

Opinion - Paper 4

C/O: 3

- clear controlling idea (Why one should own a pager)
- generally relevant supporting ideas (helpful, accessible, easy to find)
- uneven development of supporting ideas (helpful is more developed)
- appropriate organization (five paragraph format)
- sense of completeness (sufficient information provided to the reader)

Teaching Tip: This paper is an effective example of a five paragraph essay. Repetition of ideas from the introduction to the body to the conclusion is kept to a minimum. The writer does not need to announce explicitly where he is going with the topic or where he has been. There are even some new ideas in the concluding sentences.

S: 3

- paper begins with generally engaging language ("Some people feel that pagers are only for delinquents or slackers, but really pagers are helpful in everyday life.") but lapses into mostly functional language near the end
- appropriate tone (enthusiastic)
- consistent awareness of audience
- some sense of the writer's individuality

SF: 3

- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination ("If it is one of the more advanced pagers it could run around $100.00.")
- elements within sentences joined correctly

U: 3

- demonstrates control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb forms
- clear pronoun reference
- correct word forms (except "precautious")
- some variety but not extensi

M: 3

- demonstrates a sufficient understanding of the components of Mechanics
- correct capitalization but not extensive
- correct formatting
- some missing commas after introductory clauses
- generally correct spelling (except "accesable" and "propbaldy")

Teaching Tip: This student demonstrates correct internal punctuation in some instances (contractions such as "don't" and "that's" and commas in a series) but leaves out necessary commas after introductory clauses and does not use an apostrophe to show possession ("someones child"). Being able to demonstrate correct use of the comma and apostrophe in a variety of contexts would help this student move from a 3 to a 4 in Mechanics.

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I would like to start out this paper by stating the obvious: the telephone is one of the greatest manmade inventions ever created. By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend. Sometimes we forget what an immense contribution this is to communication technology. Well, I'm here to remind you how important the telephone really is.

First off think about how many hours the average teen talks on the phone. The answer is two and a half. If they weren't on the phone they would be filling their minds with the trash on TV. Instead they are probably finding out earth shattering information from their friends. For teenagers the phone is a source for entertainment, knowledge, and connection to the real world out there.

Telephones also rule the entire work field. There isn't one job that doesn't include a phone. On some days you can simply work from home just by using the phone. What would secretarys, lawyers, real-estate agents, etc. do without a source of communication? Well, you couldn't even take a day off, how would you tell your boss you weren't coming?

Face it, in todays environment the telephone is a must-have not a must-want. There are

Some things you don't appreciete until you lose them. So lets hope we never lose the telephone. In conclusion I'm really glad the telephone was invented, and I hope you know that without we would be lost.

Opinion - Paper 5

C/O: 3
- clear controlling idea (The phone is an important invention)
- generally relevant supporting ideas (how much phones are used, role in the work place, communication technology, phone is a "must-have")
- uneven development of supporting ideas (some ideas are elaborated, others are simply listed)
- appropriate organization
- sense of completeness (sufficient but not extensive information provided to the reader)

S: 3
- generally engaging language ("By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend") with lapses into functional language
- appropriate enthusiastic tone
- generally consistent awareness of audience (directly addresses the reader, use of rhetorical question)
- some sense of the writer's individuality (it is clear that the writer views phones as essential)

Teaching Tip: This writer demonstrates strong competence in most of the components of Style. Tone and awareness of audience are sustained throughout the paper. Word choice is engaging but not always precise. Dialogue could have made the difference in a score of "3" or "4". The writer could have created a conversation rather than say "the phone is a source for entertainment, knowledge, and connection to the real world."

SF: 3
- majority of clear and complete sentences
- correct end punctuation
- competence in subordination and coordination ("By simply dialing seven digits you could make reservations at your favorite restaurant, buy tickets to Europe, or just talk to a friend.")
- elements within sentences joined correctly

U: 3
- demonstrates control of many of the components of Usage
- subjects and verbs agree
- correct noun and verb forms
- generally clear pronoun reference (except "they" to refer to "the average teen")
- correct word forms
- some variety but not extensive

M: 3
- demonstrates a sufficient understanding of the components of Mechanics
- correct capitalization but not extensive
- correct formatting
- generally correct internal punctuation (except a few missing commas and a missing apostrophe)
- correct spelling (except "appreciete")

Teaching Tip: This paper is relatively error free, but it is also relatively brief. To receive a 4 in Sentence Formation, Usage, or Mechanics, the writer would need to include a greater variety of correct instances in each domain. This usually involves writing more than one page, especially if the handwriting is large.

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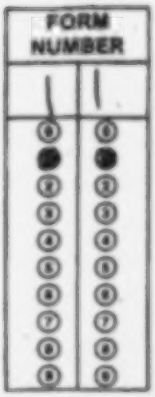

In my opinion, the computer is one of the greatest inventions of mankind. It is true, however, that different components were made at different times, and that each year we add more and more to them, but it is still a tremendous technological advance. Even though there are different sizes, different programs, and much more, computers still help us perform many daily functions as well as things that we could never do without them. They've helped make life easier and they have also helped our society to see the power of technology.

Like I mentioned earlier, computers help us with daily functions and they can make life easier. They allow you to write business letters quickly and you can do your taxes in half the time. Computers are also valuable items to students. Reports, schedules, and lots more can be typed up on them.

This great invention can also be used as a teaching tool. There is a multitude of academic programs that are designed to teach children and adults. Computers help teachers type out tests and they help them keep track of students grades. In one case, a group of teachers took a class, and they learned how to program a robot with a computer.

Computers also provide us entertainment, in more ways than one. There are many games that can be played on the computer for fun. In a larger sense, people use them for some of the visual effects

in movies, or on television. Today, practically every movie has some form of computer graphics in it.

I've mentioned many ways that computers can be made to serve ourselves, or others, but they also help us communicate with each other. Certain services on computers allow us to send electronic mail and you are actually able to talk to people on the computer by typing in what you have to say. You can chat with people from all over the country, or even the world, without having to pick up a telephone!

Computers have changed a lot over the years and so has our society, at least in a technological sense. Each day we make new improvements, invent more programs, and accomplish more goals. All of this is being done with the aid of computers. Due to all of this, the greatest invention of mankind, the computer, will lead us into the next century and onto new technological advancements in the future.

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Opinion - Paper 6

C/O: 4

- strong clear controlling idea ("The computer is one of the greatest inventions of mankind")
- even development of supporting ideas (computers make life easier, help us learn, communicate, and provide entertainment)
- appropriate, logical organization
- sense of completeness (specific examples and details support each idea)
- conclusion extends rather than repeats

S: 3

- generally engaging language ("Computers have changed a lot over the years and so has our society, at least in a technological sense.") with occasional lapses into functional language ("Like I mentioned earlier, computers help us," "Computers help teachers," "played on the computer for fun")
- appropriate tone of wonder at the many ways computers enhance our lives
- generally consistent awareness of audience (How computers help us, not just the writer)
- transitions linking parts of the paper ("I've mentioned many ways")
- some sense of the writer's voice (the writer's appreciation of computers is clear to the reader)

SF: 4

- contains consistently clear, complete, and effective sentences
- correct end punctuation
- extensive variety of sentences
- variety of coordination and subordination techniques ("Even though there are different sizes, different programs, and much more, computers still help us perform many daily functions as well as things that we could never do without them." "Certain services on computers allow us to send electronic mail and you are actually able to talk to people on the computer by typing in what you have to say.")

U: 4

- demonstrates a full command of Standard American English
- singular and plural subject verb agreement (except "There is a multitude")
- varied pronouns
- complex and correct word forms
- variety of contexts and instances

M: 4

- demonstrates a thorough understanding of all four components of Mechanics
- paragraphs are formatted correctly
- spelling is correct
- capitalization is correct though not complex
- internal punctuation is correct (commas after introductory clauses)

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The first and foremost purpose of a microwave is to cook food, but I think its secondary goal is to frighten the living daylights out of one person, my grandmother. Now, I am quite sure the microwave is very useful. Why else would every home in America have one taking up much needed space on our kitchen counters? It helps create certain technologized delicacies such as undercooked eggs and limp bacon. That strange box whirs, pops, and beeps every three seconds, and I am sure it will most definately be the one thing mixed with automobiles and cable television that will bring about the downfall of American culture, therefore it is an omen.

About six years ago Granddaddy came home with an omen. The papers told of this omen and how radiation is released whenever it is used, killing off precious brain cells by the hundreds and possibly causing cancer and blindness. Well now! Grandmama read the papers, then cautiously glanced over at her very old kitchen counter where her very new microwave now sat.

It was a very pretty little microwave. Shiny black with a quaint gleam of sunlight splashed across its surface. It crouched timidly in the corner as if scared to come out. My grandmother glared at it, her gaze as triumphant as an obese Sumo wrestler's at his

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final victory, as if the poor little microwave was a hideous banana-sized slug.

Later, my mother, brother and I drove over to check out the brave little microwave. After about ten minutes of cooking and cooking, Granddaddy decided to put the little chum to the test. Oh gracious! The ultimate test! Aaaugghhh! Ready. Let's warm up some two-day-old coffee. We were actually going to watch that bulky mass taking up counter space actually do something! What a concept.

Everyone gathered around the microwave, astonished that this small, helpless box had a light inside and made strange noises. Grandmamma wasn't very impressed. She of all people knew this wasn't something new to hit the market. After Granddaddy has his coffee, he makes funny noises in his belly too.

"Stop! Get away!" You-know-who suddenly shrieked. "Junior Killing-slaughtering, butchering your own brain cells! You don't drink that coffee, you'll get sick! Everybody outside, NOW!" Never, in my whole entire life before or since then, have I heard my grandmother speak with such authority and in such a shrill voice. Needless to say, we all hustled outside and stood in the cold and blustery weather.

"I can't wait to get some good, hot coffee," Granddaddy mumbled. "Just twelve more seconds." To Granddaddy, the microwave was a big deal; but to Grandmamma, microwaves are fingernails on the blackboards of life.

Opinion- Paper 7

C/O: 4+

- strong, clear controlling idea (The writer tells what could be a reality-based story to reveal the evils of the microwave)
- even development of beginning, middle, and end
- thorough development of supporting ideas (description of microwave, fear of radiation, the first test, grandmother's reaction)
- effective chronological organization; introduction sets the stage for an omen
- sense of fullness provided by use of specific details
- extensive original student writing

S: 4+

- precise and engaging language suited to the topic and purpose ("certain technological delicacies," "killing off precious brain cells," "quaint gleam of sunlight splashed across its surface")
- strong, sustained tone (humor, sarcasm)
- audience needs addressed for interesting presentation
- transitions lead the reader effortlessly through the response ("About six years ago," "After about ten minutes of oohing and aahing")
- clear sense of the writer's voice (sense of humor, disdain for the microwave, affection for grandparents)

SF: 4

- consistently clear, complete and effective sentences
- correct end punctuation
- extensive variety of sentences
- variety of subordination and coordination strategies ("The first and foremost purpose of a microwave is to cook food, but I think its secondary goal is to frighten the living daylights out of one person, my grandmother.")

U: 4

- demonstrates a full and consistent command of Standard American English
- singular and plural subjects and verbs agree
- correct use of varied pronouns
- correct and complex word forms
- variety of contexts in all components

M: 4

- demonstrates a thorough understanding of the components of Mechanics in a wide variety of contexts and instances
- correct and varied capitalization ("American, Granddaddy")
- correct and varied internal punctuation (including dialogue)
- manipulation of Mechanics for effect ("Aarrrggghhh," "NOW!")
- correct spelling
- correct formatting

Note: This paper far exceeds the requirements of a 4 in C/O and Style.

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Sample Student Papers - Key

Reality Based Stories

Paper Sequence Number	C/O	S	SF	U	M	Weighted Total	Performance Level
RS-1	1	1	1	1	1	16	Not on Target
RS-2	1 / 2	1	1	1	1+	19	Not on Target
RS-3	2+	2-	2-	2	2-	32	On Target
RS-4	3	3	3	3	3	48	On Target
RS-5	3	2	1	1	2	34	Not on Target
RS-6	4	3	3	3	3	54	Exceeds Target

Reports

Paper Sequence Number	C/O	S	SF	U	M	Weighted Total	Performance Level
R-1	1	1	3-	2	3-	26	Not on Target
R-2	2	2	3	2	3	36	On Target
R-3	2/3	2	3-	3-	3-	41	On Target
R-4	3	2+	3	2	3+	42	On Target
R-5	3	3-	3	3	3	48	On Target
R-6	4	4	4	4	4	64	Exceeds Target

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Imaginative Stories

Paper Sequence Number	C/O	S	SF	U	M	Weighted Total	Performance Level
IS-1	1	1	1	1	1	16	Not on Target
IS-2	1	1	1	1	1	16	Not On Target
IS-3	2+	2+	2-	3-	3-	36	On Target
IS-4	2 / 3	3-	3	3	3-	45	On Target
IS-5	3	3	2+	3	3	46	On Target
IS-6	3	3	2	3	3	46	On Target
IS-7	4-	4-	3	4	3	60	Exceeds Target
IS-8	4	4	4	4	4	64	Exceeds Target

Opinions

Paper Sequence Number	C/O	S	SF	U	M	Weighted Total	Performance Level
O-1	1+	2	2	2	2	26	Not on Target
O-2	1	1	3-	2+	2+	24	Not on Target
O-3	2	2	3-	2+	2	34	Not on Target
O-4	3	3	3	3	3	48	On Target
O-5	3	3	3	3	3	48	On Target
O-6	4	3	4	4	4	60	Exceeds Target
O-7	4+	4+	4	4	4	64	Exceeds Target

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Additional Resources

- Domain Descriptive Statements: These statements appear on individual student reports and are based on the combined scores of two raters for each domain.
- Recommended Readings: Includes books and journals for writing teachers.
- Recommended Web Sites: Writing-centered sites for teachers and/or students.

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Domain Descriptive Statements from the Individual Student Score Report
(Based on scores from 2 raters)

Content/Organization = 8 (Score of 4+4)
Your paper had a strong, clearly developed controlling idea established through consistently relevant supporting ideas. The supporting ideas were evenly and thoroughly elaborated with specific details and examples. Your paper was organized in an appropriate, logical manner. Your paper contained full and complete information.

Content/Organization = 7 (Score of 4+3)
Your paper had a clear controlling idea established and developed through relevant supporting ideas. The supporting ideas were developed with specific details. Your paper was clearly and logically organized. You presented enough information for your paper to be considered complete.

Content/Organization = 6 (Score of 3+3)
Your paper had a controlling idea established and developed through clear supporting ideas which were generally relevant. Some supporting ideas were more developed than others. Your paper was clearly organized. You presented sufficient information in your paper.

Content/Organization = 5 (Score of 3+2)
Your paper had a controlling idea developed through generally relevant supporting ideas. Some supporting ideas were undeveloped or only peripherally related to the controlling idea. Although the paper contains an apparent plan, the organization is not sustained throughout the paper. The information you presented was not adequate in parts of the paper.

Content/Organization = 4 (Score of 2+2)
Your paper had an unclear or minimally developed controlling idea. The supporting ideas you presented were few, general, undeveloped, or irrelevant to the purpose of your paper. The organization was not always clear and some ideas were not presented in a logical order. Your paper lacked a sense of completeness.

Content/Organization = 3 (Score of 2+1)
Your paper showed weaknesses in several areas. Your controlling idea was weak, unclear, or absent. The supporting ideas you presented were limited or general. There was no clear order to your paper. You did not present enough information in your paper.

Content/Organization = 2 (Score of 1+1)
Your paper showed serious weaknesses. Your paper had no controlling idea. Attempts at development were unclear or irrelevant. There was no order to your paper. You did not present enough relevant information.

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Style = 8 (Score of 4+4)
Your paper engaged and sustained the reader's interest. You used precise or engaging language suited to your topic and purpose. Word choice was varied. The tone of the paper was strong and sustained. Your consistent use of transitions led the reader smoothly through the paper. Your paper clearly demonstrated your individuality.

Style = 7 (Score of 4+3)
Your paper consistently engaged the audience. You used generally precise or engaging language. The tone of the paper was appropriate. You effectively used a variety of transitions to link ideas and parts of the paper. Your paper demonstrated a sense of your individuality.

Style = 6 (Score of 3+3)
Your paper engaged the audience. You used generally precise or engaging language, with occasional lapses into general language. The tone of the paper was appropriate. You effectively used transitions to link ideas and parts of the paper. Your paper demonstrated some sense of your individuality.

Style = 5 (Score of 3+2)
Your paper does not consistently engage the audience. You occasionally used engaging or precise language. The tone of the paper was not consistently appropriate. Transitions were simple and occasionally inappropriate. Your paper demonstrated little individuality.

Style = 4 (Score of 2+2)
Your paper contained little to engage the audience. You used some engaging, precise, or varied language. The tone of the paper was impersonal, inconsistent, or uneven. Transitions were inappropriate or overused. Your paper demonstrated little awareness of audience.

Style = 3 (Score of 2+1)
Your paper contained little or nothing to engage the audience. You used little engaging, precise, or varied language. The tone of your paper was impersonal or inappropriate. Transitions were lacking or inappropriate. Your paper demonstrated little or no awareness of audience.

Style = 2 (Score of 1+1)
Your paper failed to engage the audience. You did not use engaging, precise, or varied language. The tone of the paper is flat or inappropriate. Transitions were lacking. Your paper demonstrated no awareness of audience.

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Sentence Formation = 8 (Score of 4+4)
Your paper contained consistently clear, complete and effective sentences. The end punctuation of your sentences was correct. An extensive variety of sentences was demonstrated. You used a variety of subordination and coordination strategies. You demonstrated a consistent clarity of meaning even in complex sentences.

Sentence Formation = 7 (Score of 4+3)
Your paper contained consistently clear, effective sentences. The end punctuation of your sentences was correct. You used various lengths and types of sentences. You demonstrated competence in subordination and coordination. Elements within sentences were joined correctly.

Sentence Formation = 6 (Score of 3+3)
Your paper contained a majority of clear and complete sentences. The end punctuation of your sentences was generally correct. You used a variety of sentence lengths and types. You demonstrated competence in either subordination or coordination. Elements within sentences were joined correctly.

Sentence Formation = 5 (Score of 3+2)
Your paper contained some clear and complete sentences. The end punctuation of your sentences was generally correct. You attempted coordination and subordination with mixed results. Elements within sentences were generally formed correctly, but some errors resulted in fragments and run-on sentences.

Sentence Formation = 4 (Score of 2+2)
Your paper contained a mixture of effective and ineffective, clear and confused sentences. The end punctuation of your sentences was mixed (some correct/some incorrect). You demonstrated competence in simple sentences but not in sentences containing subordination and coordination. Your paper demonstrated minimal competence in joining the elements within sentences.

Sentence Formation = 3 (Score of 2+1)
Your paper contained a majority of ineffective or confused sentences. The end punctuation of your sentences was generally incorrect. Some simple sentences were formed correctly but not enough to demonstrate minimal competence. The elements within sentences were generally joined incorrectly.

Sentence Formation = 2 (Score of 1+1)
Your paper did not contain clear, complete sentences. The end punctuation of your sentences was missing or incorrect. You frequently used fragments, run-together sentences, or run together ideas. Sentence level meaning was confused.

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Usage = 8 (Score of 4+4)
Your paper demonstrated a full and consistent command of the elements of Usage. Both singular and plural subjects and verbs agreed. A variety of pronouns were used correctly. Complex nouns and verbs were formed correctly.

Usage = 7 (Score of 4+3)
Your paper demonstrated a consistent command of the elements of Usage. Both singular and plural subjects and verbs agreed. Pronouns were used correctly. Nouns and verbs were formed correctly.

Usage = 6 (Score of 3+3)
Your paper demonstrated control of most of the elements of Usage. Most of the singular and plural subjects and verbs agreed. Most pronouns were used correctly. Most of the nouns and verbs were formed correctly.

Usage = 5 (Score of 3+2)
Your paper demonstrated control of many of the elements of Usage. Subjects and verbs generally agreed. Pronouns were used correctly. A majority of the nouns and verbs were formed correctly.

Usage = 4 (Score of 2+2)
Your paper demonstrated some grasp of the elements of Usage, but also showed some repeated weaknesses. Not all subjects and verbs agreed. Some pronoun use was unclear. Nouns and verbs were not all formed correctly.

Usage = 3 (Score of 2+1)
Your paper demonstrated little grasp of the elements of Usage. There were repeated weaknesses in all components. Many subjects and verbs did not agree. Pronoun use was often unclear. Many nouns and verbs were not formed correctly.

Usage = 2 (Score of 1+1)
Your paper did not demonstrate a sufficient grasp of the elements of Usage. There were severe and repeated errors in subject-verb agreement, the use of pronouns, and the formation of nouns and verbs. These errors made your paper difficult to understand.

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Mechanics = 8 (Score of 4+4)
Your paper demonstrated a thorough understanding of the elements of Mechanics. A variety of proper nouns were capitalized correctly. Commas and quotation marks were used correctly in a variety of instances. Paragraphs were indented and formatted effectively. Spelling was correct, varied, and complex.

Mechanics = 7 (Score of 4+3)
Your paper demonstrated a consistent understanding of the elements of Mechanics. Proper nouns were capitalized correctly. Commas and quotation marks were used correctly. Paragraphs were indented and formatted effectively. Spelling was correct and often complex.

Mechanics = 6 (Score of 3+3)
Your paper demonstrated a sufficient understanding of the elements of Mechanics. Many proper nouns were capitalized correctly. Most commas and quotation marks were used correctly. Paragraphs were indented and formatted. Spelling was correct.

Mechanics = 5 (Score of 3+2)
Your paper demonstrated an adequate understanding of the elements of Mechanics. Some proper nouns were capitalized correctly. Many commas were used correctly. Paragraphs were usually indented and formatted. Most spelling was correct.

Mechanics = 4 (Score of 2+2)
Your paper demonstrated a minimal understanding of the elements of Mechanics, but also showed some repeated weaknesses. Not all proper nouns were capitalized correctly. Many commas were missing or used incorrectly. Some paragraphs were not indented. Some words were spelled correctly; others were not.

Mechanics = 3 (Score of 2+1)
Your paper demonstrated little grasp of the elements of Mechanics. There were repeated weaknesses in all elements. Many proper nouns were not capitalized correctly. Many commas were missing or used incorrectly. Paragraph formatting was inconsistent. Many words were misspelled.

Mechanics = 2 (Score of 1+1)
Your paper did not demonstrate a minimal grasp of the elements of Mechanics. There were severe and repeated errors in capitalization, internal punctuation, paragraph formatting, and spelling. These errors made your paper difficult to understand.

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Recommended Readings

Arquilevich, Gabriel. *Writing for 100 Days*. Avon Books.

Atwell, Nancie. *In the Middle*. Heinemann - Boynton Cook.

Baines, Lawrence and Kinkel, A. *Going Bohemian*. IRA.

Bruner, Jerome. *Actual Minds, Possible Worlds*. Harvard University Press

Calkins, Lucy. *Between the Lines*. Heinemann - Boynton Cook.

Calkins, Lucy. *The Art of Teaching Writing*. Heinemann-Boynton Cook.

Cleary, Linda. *From the Other Side of the Desk*. Heinemann - Boynton Cook.

Fletcher, Ralph. *A Writer's Notebook: Unlocking the Writer Within You*. Avon Books.

Fletcher, Ralph. *Live Writing: Breathing Life into Your Words*. Avon Books.

Fletcher, Ralph and Portalupi, J. *Craft Lessons*. Stenhouse.

Fulwiler, Toby. *The Journal Book*. Heinemann - Boynton Cook.

Goldberg, Natalie. *Writing Down the Bone*. Shambhala Publications, Inc.

Gruwell, Erin. *The Freedom Writer's Diary*. Broadway Books.

Hansen, Jane. *When Writers Read, Second Edition*. Heinemann-Boynton Cook.

Heard, Georgia. *Writing Toward Home*. Heinemann-Boynton Cook.

Lave, Jean and Wenger, Etienne. *Situated Learning: Legitimate Peripheral Participation*. Cambridge University Press.

Mayher, John and Lester, N. *Writing to Learn/Learning to Write*. Heinemann-Boynton Cook.

Murray, Donald M. *A Writer Teaches Writing*. Houghton Mifflin.

Romano, Tom. *Writing with Passion: Life Stories, Multiple Genres*. Heinemann-Boynton Cook.

Rule, Rebecca and Wheeler, S. *True Stories: Guides for Writing from Your Life*. Heinemann-Boynton Cook.

Tsujimoto, Joseph. *Lighting Fires: How the Passionate Teacher Engages Adolescents*. Heinemann-Boynton Cook.

Wenger, Etienne. *Communities of Practice: Learning, Meaning, and Identity*. Cambridge University Press..

Zemelman, Stephen and Daniels, H. *A Community of Writers*. Heinemann-Boynton Cook.

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Technology Connections

The internet has become an integral part of the classroom for both teachers and students. Innovative and exciting sites are available online. Many contain valuable resources such as lesson plans, authors' home pages, and references which can be extensions of your classrooms. The assessment and instructional guides for Georgia's writing assessments can be found at www.doe.k12.ga.us/sla/ret/writing.html. Below are some additional sites that may be useful for language arts classrooms. *These sites were functional when this handbook was written. We apologize if any of the sites are no longer available.*

Sites for Teachers

http://nces.ed.gov/nationsreportcard/ITMRLS/search.asp?picksubj=Writing

This site offers prompts, scoring guides and correlated data from the NAEP Writing Assessment. Excellent and valuable site with imaginative prompts.

http://owl.english.purdue.edu/handouts/grammar/index.

This site offers basic grammar instruction and reinforcement. High quality graphics with printable worksheets and answer keys as well as an ESOL section.

http://www.smic.be/smic5022

This site offers English exercises online. It contains interactive exercises, handouts and lesson plans for teachers.

http://andromeda.rutgers.edu/~jlynch/Writing/

This is a basic guide to grammar and style.

http://www.abacon.com/compsite/map.html

This site is a source of resources for writing teachers. The Teacher Tools section presents helpful tips for Modeling the Writing Process, Peer Response, and Peer Review. A useful section for higher levels of thinking and processing is available.

http://www.english.iup.edu/mpowers/writing_sites.html

This site offers links to resources such as *Roget's Thesaurus* and background information on authors. This site could also be used by advanced students.

http://www.middleweb.com/

A very diverse collection of links including The Exploding Dictionary, The Research Paper, and Work Dance can be found on this site. Kids will enjoy this site as much as teachers.

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Sites for Students

http://www.gc.maricopa.edu/faculty/dinchak/wrcenter.html

The homepage offers links to organizations for the support of writing skills. One link offers online tutors. It discusses writing style, word choice, revision and grammar information, but it is a fairly sophisticated site for higher level writing.

http://www.chompchomp.com/menu.htm

This site focuses on interactive grammar exercises, but also offers handouts and printable grammar rules.

http://www.grammarbook.com/

The Blue book of grammar and punctuation by Jane Straus online is fairly advanced, but it contains useful information for avoiding writing errors.

http://ccc.commnet.edu/grammar/

This is an online guide to grammar and writing by Charles Darling.

Sites for ESL Learners

http://www.eslcafe.com/

This site is very useful for teachers and students. The lesson plan links are extensive.

http://www.eslpartyland.com/

Teachers and students will enjoy this user-friendly site. Interactive quizzes, job boards, and much more will entertain you.

http://www.eslmag.com/

Articles relevant to ESL classrooms are found on this site.

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Blackline Masters

This section contains the following Blackline Masters for teachers to use to prepare handouts and overhead transparencies:

- A sample of the student test materials (Writing Topic and Note Page, Drafting Sheet, and Answer Document with Directions)
- Conference Sheets
- Anecdotal Notes Form
- Quick Check Form
- Reader Response Form

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PLEASE PRINT

First Name: _____

Middle Name: _____

Last Name: _____

Date of Birth: Mont

School Name: _____

System Name: _____

DO NOT COMPLETE THIS PAGE!
MARK ANSWERS UNTIL TOLD TO DO SO

SOCIAL SECURITY NUMBER/ STUDENT NUMBER

ETHNIC GROUP

- ○ Asian, Pacific Islander
- ○ Black, Non-Hispanic
- ○ Hispanic
- ○ American Indian, Alaskan Native
- ○ White, Non-Hispanic
- ○ Multi-racial
- ○ Other

FORM NUMBER

GENDER

○ Female ○ Male

MID

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An ACCOM

○ IEP

FIRST NAME (FIRST 10 LETTERS)

MI

LAST N (FIRST 12 L

Mark Refle

BEST

Date of Birth: Month _____ Year _____

School Name: _____

System Name: _____

2002 GEORGIA MIDDLE GRADES WRITING ASSESSMENT

FORM NUMBER

ACCOMMODATIONS
(Leave blank if no accommodations)

An ACCOMMODATION was allowed based on

○ IEP ○ IAP ○ LEP/TPC

LAST NAME
(FIRST 12 LETTERS)

DATE OF BIRTH

MONTH	YEAR
	19
○ Jan	0 1 2 3 4 5 6 7 8 9
○ Feb	
○ Mar	
○ Apr	
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This test is to find out how well you write on a given topic in the time and space allowed. The test has five parts. Read the directions for each of these five parts carefully. The times given for each part are recommendations, not rules; if you finish any of the parts early, you may go on to the next part. Notice that you have two pages of lined space in this Answer Document on which to write your final draft. Keep in mind as you plan and write that your final copy must fit into this space.

Your paper will be read by persons like your teachers and scored on how well you express your ideas. **In order for your paper to be scored properly, it is very important that you write on the assigned topic. Write your paper in English only. Papers that consist of poetry, musical lyrics or rap will not be scored. Additionally, papers that are offensive in language or content will not be scored.**

Part 1: Plan/Prewrite (10 minutes)

Read your assigned topic on the Writing Topic Page. Use the Planning/Prewriting Pages for your prewriting. If you need additional paper, you may obtain it by raising your hand. Preview the Writing Checklist to make sure you cover each of the points listed.

Part 2: Draft (30 minutes)

Using your prewriting, write a first draft of your paper on the Drafting Pages. Concentrate on getting your ideas down on paper.

Part 3: Revise (20 minutes)

Review the Writing Checklist and then reread what you have written. Ask yourself if your ideas are expressed clearly and completely. **Consider rearranging your ideas and changing words to make your paper more effective.**

Part 4: Prepare Final Draft (15 minutes)

Rewrite your paper on pages 3 and 4 of the Answer Document. When you rewrite, make sure that you use a blue or black ink pen and that you write neatly. You may either print or write in cursive.

Part 5: Proofread (5 minutes)

Read your final draft carefully. Make any needed corrections or changes. You may strike through words, but do so neatly.

WRITING CHECKLIST

Prepare Yourself to Write.
- Write in English only.
- Read the writing topic carefully.
- Decide the type of paper you will write.
- Brainstorm for ideas.

Make Your Paper Meaningful.
- State a clearly developed main idea.
- Use specific details or convincing reasons.
- Make sure your details support your main idea.
- Present your ideas in a clear and logical order.
- Stay on topic.

Make Your Paper Interesting to Read.
- Consider your audience.
- Use effective word choice (such as descriptive adjectives and vivid verbs).
- Vary the sentence type, structure, and length.

Make Your Paper Easy to Read.
- Write in paragraph form.
- Observe margins.
- Use effective transitions.
- Write in complete and correct sentences.
- Capitalize, spell, and punctuate correctly.

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PLEASE DO NOT WRITE OR MARK BELOW

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Five-Minute Peer Conference Sheet

Read your partner's piece. As you read, put an X next to any part of the piece that does not make sense to you or that you would like to ask a question about. Then discuss the ideas below.

1) What is your favorite part of your piece? Why?

2) I don't understand this part (show section(s) marked with X). Can you tell me more about this?

3) Grammar/Mechanics concept :_____

Three-Minute Teacher Conference

Go to the student's desk so that you can move easily around the room without disrupting students and still monitor the classroom. Use a timer to help set boundaries so that each student feels equal time is being given.

1) What is your favorite part of the piece? Why?

2) What part of the piece is causing you difficulty?

3) What are you doing better than you've done on previous writing?

4) What will you work on next?

Anecdotal Notes

Student Name _____

Date of Assignment_____

Criterion	1	2	3	4	Notes/ Comments
Content/ Organization					
Style					
Sentence Formation					
Usage					
Mechanics					

Quick Check

Legend:

PW - Prewriting
D - Draft
R - Revision
TC - Teacher Conference
E - Editing
PC - Peer Conference
P - Publishing

Dates

Name										

Reader Response

Dear Reader,

Please read my portfolio from cover to cover and write your positive reactions and comments in the spaces provided below (if you have additional comments, please use the back). Feel free to refer to specific pieces you liked. You may want to tell me why you liked these particular selections. Please note: It is important to be *positive* in your comments so as to nurture and encourage my writing.

1. What was your favorite piece and why?

2. What impressed you most about my selections?

3. What questions do you have for me regarding my selections?

4. What positive surprises did you have while interacting with my portfolio?

5. Please note any words or phrases I used that you especially liked:

_____

Reader's signature

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